

Practical English

FEBRUARY 24, 1947 • A SCHOLASTIC MAGAZINE



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Practical English

A National Magazine of English and the Communication Arts Designed for High School Students in General, Business, or Vocational Courses, Published Weekly During the School Year

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The Newness of the Oldest

"CONGRESSMAN X had an Achilles heel on Election Day."

"We must lash ourselves to the mast and stuff cotton in our ears, lest we succumb to the sirens of luxury."

"Watch out for that Trojan horse. It's full of un-American agitators."

How often we hear and read expressions like this in public prints and oratory. And how seldom we stop to think of the source of these common allusions.

For they are part of two of the oldest stories in the world that have come down to us as written literature—the *Iliad* and the *Odyssey*. They are the great Greek epic poems first gathered together in spoken form about 900 B.C. by some genius we call Homer. Nobody knows who he was. In fact some scholars have claimed that he was not one man, but many men. But if he existed, he was a kind of Burl Ives of his day—a popular ballad-singer, who hitch-hiked from town to town and from court to court, entertaining breathless audiences who drank in his tales twenty-five centuries before radio and the movies were invented.

"A classic," quipped Mark Twain, "is something that everybody wants to have read and nobody wants to read." Mark was exaggerating, as usual. In these days of million-copy sales for novels like *Captain from Castile* or *B. F.'s Daughter*, we are likely to think that "classics" are small potatoes. But how many people can even name the best sellers of twenty years ago? They are indeed "Gone with the Wind." While, believe it or not, it is reliably estimated that the *Iliad* and the *Odyssey* have been read by at least 25,000,000 people over the nearly three thousand years that they have been delighting the human race.

Whether Homer was blind or was born in seven different cities, he knew how to put together "a tale that holds children from their play and old men from the chimney corner." For the *Iliad* and the *Odyssey* are the world's most exciting adventure novels. They are a treasury of thrilling anecdotes of gods and heroes. And the gods of the Greeks were as human as any of the earth-bound mortals whose lives they so deeply influenced.

The death of Hector in that epic battle with Achilles on "the ringing plains of windy Troy"; the blinding of the one-eyed giant Polyphemus in his cave by Ulysses and his daring crew with their fiery stake; the shipwreck of Ulysses on his homeward voyage from the isle of the nymph Calypso—these are tales that will never grow old. They beat Superman at his own game. That they still appeal to men of action today is clear from the fact that one of the finest of all translations of the *Odyssey* was made only a few years ago by that hero of World War I—Lawrence of Arabia.

You don't have to be a Greek scholar to understand the *Iliad* and the *Odyssey*. There are good modern translations that any young person will enjoy. These simple, but somehow noble people in the glorious dawn of history, their splendid struggles against fate, and the rhythmic music of their speech, will give you a kind of pleasure that you will never forget.

OUR FRONT COVER: This house-to-house salesman knows his business! He is dressed neatly from top to toe; he has a pleasant smile for his housewife customer; and his

manner indicates that his sales talk will be full of enthusiasm for his product. Her smiling response indicates that he'll make a sale. — Photo by Ewing Galloway, N. Y.



Do You Know?

Though now almost purely ornamental, the pen knife originally was carried so old-time writers could resharpen their quill pens to the right point for the way they wrote.

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... and that's what we mean! This letters column, a regular feature of all editions of *Scholastic Magazines*, is open to opinion on any subject and criticism of any kind, brickbats or orchids. We want to know *what's on your mind*. Other readers do, too. Address Letters Editor, *Scholastic Magazines*, 220 E. 42nd St., New York 17, N. Y. — *The Editors*.

This week our desk is piled high with letters from readers who objected to E.C.'s letter (Jan. 20, "Say What You Please!") which stated that there will always be a war, and proceeded to list the advantages of a war. Here are a few of the many opinions voiced:

The whole tone of E.C.'s letter indicates an ignorance of science, history, and sociology. E.C. says: "Science has learned many new things through war." Yes, it has. It has learned how to kill human beings more efficiently than ever before. Yet I defy anyone to name anything science has discovered for human good that did not have its basic foundations in peacetime research.

DDT was discovered at least 70 or 80 years before the last war. In 1905 Einstein announced the equation for the relationship of energy and matter, and in 1938 the discovery of the U-235 chain reaction was made public. Penicillin was discovered in 1929. Radar was discovered in the early 1920s.

E.C. will be right about other wars, however, if our nation ever allows its future citizens to take their places in the world with the dismaying ignorance this student has shown.

Leon Schkolnick
Washington, D. C.

There must be a saner way of dealing with excess population. There are many sparsely populated areas in the world. Surely there is room for everyone.

Beth Bush
Battle Creek, Michigan

E.C. says that soldiers wouldn't be as smart as they are if it weren't for war. I'd like to point out that without war there'd be no need for soldiers.

Laurence Jacobson
New York, N. Y.

If science hadn't had the war to give it an extra push, maybe our social progress would have caught up somewhat with our scientific progress, instead of being a few centuries behind.

If E.C. could talk to some maimed veterans of the war and find out what they've been through without changing his opinion, then I think that Hitler has done more moral damage than is expected.

Ruth Rubin
Detroit, Michigan

E.C. is a person who seems to hold the opinion that world peace is a fantasy and even more strangely argues that war cements relationships between allied nations. Show me the love lost between Russia and her former ally, Germany! And show me the current trustful friendship of the U.S.S.R. and our own country.

World peace is a real possibility, but the weakness of human nature undermines its probability. Only when nations and men are truly friendly (not with that materialistic kind of friendship prompted by war) and live in brotherhood under God can world peace be achieved.

Kenneth Geo. Close
Onamia, Minn.

I have NEVER heard anything so ridiculous in all my life! Will there be another war? There doesn't have to be. It's up to us, Youth of America. If we know no better way to make friends than through wars, we're a pretty sickly lot. We owe something to the thousands of gold stars in our service flags and to the millions of innocent women and children now starving and homeless.

Joan E. Gettig
Altoona, Pa.

"War is something that comes and goes" is a pretty impersonal way of talking. Perhaps E.C. would feel different if he or she had to fight in one.

Jeanette Deep
Danbury, Conn.

Doesn't war seem a high price to pay for a bit of education for our soldiers?

Paul Finkelmeyer
Mineral Point, Wis.

Although I believe if the U.N. does not work out any better than it has, there will be another war, I cannot agree with E.C.'s reasoning. I don't think soldiers who come back minus arms or legs are very happy over the extra intelligence E.C. implies they got. Armies of ants have been having wars longer than Homo Sapiens has inhabited this earth. But man has a well-developed brain. If he would use it in the right way, he would be able to live in peace with his fellow men.

William English
Westfield, Mass.

SELLING... SELLING... SOLD!

By Marjorie S. Watts

PERHAPS when the cave man wanted to sell a hefty club for a hunk of bear meat, his technique was to sock his prospect over the head with the product and sprint off with the price. No words were exchanged except the salesman's "Bongol!" ("Take that!") and the victim's "Glug!" ("You got me!") The buyer, in that case, literally fell for the deal.

But times have changed and the "Bongo" type of salesmanship is o-u-t. Today talking a customer into a sale is a matter of selling yourself, along with your product. It requires good speech, quick thinking, and a pleasing personality.

No matter what career you choose, a knowledge of salesmanship will be of value. While in high school, almost everyone has the job of selling tickets or soliciting donations. After high school, as a citizen of your community, you will participate in many community projects where salesmanship is necessary.

Let's start with a good sales technique now.

Suppose you are going to sell ten or more tickets to your class play. There are several ways you can make either a mess of the situation — or a satisfactory sale.

1. Do you have a neat appearance and a pleasant manner?

No!

You bear down on a strange doorbell. Mrs. Jones takes one look. She sees a scowling face, tousled hair, clothes that look as if they'd been slept in, and shoes caked with mud. You'll get just as far as the crack in the door. She'll down your hopes in one sentence, "We don't want any!" Bang goes the door.

Yes!

You look as neat as an Arrow Shirt ad. You toss her a smile the second she sees you. It's a bet that you'll have accomplished the first essential — a wide open door.

2. Do you introduce yourself and



your purpose clearly and courteously?

No!

a. With no polite preliminaries you grunt, "Wanna buya ticket tothuh high school play?" There's only one answer to that sort of salesmanship. It's a quick and certain *no*.

b. You whine, "Will you please help the high school kids make some money?" For what? Banana splits? Why should this stranger pay money for an unknown purpose? Are you a salesman or a beggar? Your opening remarks will impress your customer one way or another.

c. You shyly murmur that you have "some tickets to sell." Then you carefully inspect your fingernails as if you'd just discovered them. You've given your customer the impression that you're being forced to sell something you wouldn't buy yourself. If you aren't en-

thusiastic about your product, why should she be?

Yes!

You follow up that smile with, "Good afternoon. I'm a student at Central High. Wouldn't you enjoy watching a good high school play?" No, you haven't told *all*. You've told her enough to hold her attention until you get on with your sales talk. You've built a bridge between your purpose to sell and her possible desire to buy.

3. Are you interested, even enthusiastic?

No!

a. Once the fish nibbles, you want it to be hooked without further effort on your part. You announce that you have tickets for sale — and wait. For what? Your customer will never sell herself.

b. Mrs. Jones has already coped with





four salesmen today. She explodes, "I've been hounded to death to buy, buy, buy, all day. Now you youngsters are pestering me!" You respond by flying off the handle: "Well, you needn't jump down my throat! Don't you want to give the high school kids a hand? Weren't you ever young yourself?"

You've been discourteous. You've sidetracked your purpose. You've used the cave man technique with words instead of a club. You've also given an adult a basis for criticizing the teenagers you represent. No sale!

Yes!

You take Mrs. Jones' explosion as a challenge, but you don't start a fight. You admit that she has a right to be weary of salesmen, but you go right ahead with your sales talk: "I imagine you do get tired of salesmen. Maybe you need some fun for a change! Our class play is a first-rate comedy with plenty of laughs. Tomorrow evening in the high school auditorium."

As you stop for breath, you notice that she's more relaxed, so you continue: "By the way, one of the kids from your neighborhood is in it, Fred Harris." You see that she recognizes the name. Now you're on the right track. "Fred's quite an actor. Our dramatic coach says

he's the best comedian the school's had in years."

Right about here Mrs. Jones is likely to inquire the price of the tickets. If not, don't keep the information a secret. "The tickets are only 75c for orchestra and 50c for balcony seats — and I think you'd be interested to know that the class has decided to donate the proceeds to the Community Chest. Everyone who buys a ticket will get an evening of entertainment and the satisfaction of having contributed to a worthy cause."

It could be that you've made a sale of more than one ticket, if there are several Joneses!

If you made the sale, you can chalk it up to your good salesmanship. You've sold yourself and your product at the same time. You've worked on the basis of three important points in salesmanship.

1. *You put yourself in the other person's shoes.* You treated Mrs. Jones with respect and courtesy.

2. *You sold your product through your enthusiasm for it.* There is no way to fake an interest in something you're trying to sell. Convince yourself of the worth of your product. Enthusiasm is contagious.

3. *You made your customer want to buy the product.* You did this considering her personal interests. You suggested to Mrs. Jones that (a) she would have an enjoyable evening; (b) she had an added interest in the play because of her acquaintance with a member of the cast; (c) in buying a ticket she would be contributing to a worthy cause.

By this time it's clear that selling requires getting outside of your own skin and bones into the point of view of another person, then acting and speaking from that angle.

"But," you may say doubtfully, "what if, instead of selling tickets, I have to solicit money for the Red Cross?"

Soliciting money isn't so simple, of course, because people can't see your product. Yet you do have a product — the feeling of mixed pride, generosity, and cooperation your prospect gets from contributing to a worthy cause. To appeal to this emotion demands an approach not different in kind but different in degree. It means that you must be twice as careful about your appearance,

your opening words, and your own personal enthusiasm for the cause you represent.

"Good-afternoon," you begin. "Did you see the account in yesterday's paper of the rescue work done by the Red Cross in those flooded cities?"

Whether the answer is yes or no, you've probably created interest. Since the other person may know more than you do about the Red Cross, be careful not to talk down to him. Continue under the assumption that he is familiar with the Red Cross and is a regular contributor. At the same time give enough information so that someone *not* acquainted with the Red Cross will get an idea about its work.

"You're probably acquainted with the work of the Red Cross," you continue. "If your city were flooded or we had a terrible fire, the Red Cross would be right on the job. That's one of the reasons for helping to finance its work. You probably helped the town raise its quota last year. Would you like to make your annual contribution now?"

You're cleverly assuming that your prospect makes a habit of contributing to this cause, and that he has a strong community spirit. If he hesitates, you might ask if he and any of his friends or relatives in the armed services were helped by the Red Cross during the war. The chances are that he'll answer *yes* — and tell you about them. You may have to be a good listener longer than you did when you sold tickets, but it will probably pay in the end. For once again you have put the prospect in a position to consider your proposition from his own personal slant.

This principle of making the other fellow *want to buy* applies whether your product is tickets, human welfare, vacuum cleaners, or yourself and your ability; and wherever you sell it, whether from door to door or behind a counter. Cave man methods are o-u-t. Just as two men who violently disagree no longer fight a duel but arbitrate, so twentieth century selling is no longer a battle, but a carefully worked out human relationship.

To be a salesman you don't need a bag of tricks. You need to develop your own personality and your skill in communicating with other people.



The Fuller Brush Man



GOOD MORNING, Mrs. Rogers, I'm the Fuller Brush man."

No, that greeting isn't a gag, although you've probably heard many jokes about the Fuller Brush salesman. He's the fellow who covers as much ground as Kilroy!

All jokes aside, a salesman who covers ground is a good salesman. That's why we looked up Sol Resnick of East Orange, N. J., a crackerjack Fuller Brush salesman. Sol is an alert young man with a straightforward manner.

"No other career gives a fellow the confidence in meeting people that selling does," Sol said with enthusiasm. Then he gave us a sample of his selling procedure.

"After introducing myself to a customer, I seldom have to explain what Fuller Brushes are," he said. "Almost everyone has heard of them. It's a big advantage to a salesman when his product has a good reputation. He doesn't have to waste time selling customers on its quality.

"Now, assuming that my customer has heard of Fuller Brushes," Sol went on, "I say, 'I just stopped by to leave you a small gift brush, Mrs. Rogers. You don't have to buy anything today, but I'd like you to see our new line. I'll leave my card and a catalogue. Then you can send for brushes any time you need them.'

"The gift brush is one way of building good will," Sol explained. "It's also good to assure a customer that you aren't going to badger her into buying a brush. I do a lot of business by just leaving an order card."

"Does the gift brush 'soften up' most customers?" we asked.

"At least, it gets me in the door," Sol grinned. "You see I always carry the gift brush in my case with my other samples. So, naturally, I have to go inside to unpack the gift brush. When

I open my case, the housewife has an opportunity to see the other brushes.

"While I'm getting out her gift, I inquire whether Mrs. Rogers has ever used any Fuller Brushes. If she says yes, I ask how they're lasting. I take care of any complaint immediately. I give her a new brush or have the defective item repaired. It pays to keep customers satisfied. A great amount of business comes from repeat orders.

"That's another reason for not intimidating people into buying a brush," Sol went on. "If you force a sale, that customer won't open the door next time you come around. Too many salesmen try to make one \$60 sale instead of sixty \$1 sales. It isn't necessary to make a sale when you first talk to a customer. Just interest the person in your product. Mrs. Rogers may say, 'That looks like a good broom, but I really don't need one right now.'

"A smart salesman will exit on that statement," Sol said. "Then he'll come around two months later and say, 'How about that broom you were interested in, Mrs. Rogers. Could you use it now?'"

"Suppose Mrs. Rogers is interested in buying your broom. How do you follow through on the sale?" we asked.

"She'll probably ask the price," Sol smiled. "When she hears it, she'll say, 'That much?' Then I must explain the merits of my particular broom.

"I might say, 'This broom is more expensive than some, but it's a fiber broom—not a straw or corn broom. It will outlast four corn brooms. In the long run you'll save money with this Fuller fiber broom.'

"Incidentally, I couldn't say that unless I felt it to be true," Sol pointed out. "If you aren't 100 per cent sold on your product, you can't be a salesman. In house-to-house selling you have to be honest about your product. There's no middleman between you and your public, as there is in department store selling. If a product doesn't measure up, you have to take the blame. If a salesman tries to put anything over on his public, he's sunk.

"A salesman should always keep the best interests of his customer in mind," Sol said. "And he must be observant of human nature to size up people's needs and reactions.

"For example, when I open my sample kit, I mention several items. If Mrs. Rogers' face lights up when I point to a clothes brush, I demonstrate its use. Then I let Mrs. Rogers hold the brush in her hand to get the feel

of it. While she examines it, I quickly go on to talk about another brush. Although I know there's no point in bringing out the second brush, it's better to let Mrs. R. sell herself on the clothes brush than for me to keep plugging it. I might talk myself right out of a sale by being too insistent.

"Once a customer orders a brush, I make a point of delivering it in person," Sol told us. "I pick up many additional orders that way. When I arrive with a broom Mrs. Rogers has ordered, she may have decided to place an order for a hair brush she saw in my case. Besides, the second time a customer sees you, she begins to feel you're her friend.

"Just last night I went to a wedding," Sol laughed. "There was a girl there who had purchased some of my brushes. She told all her friends, 'My Fuller Brush man is here!' And the orders began to pour in."

We asked Sol what kind of training he thought a salesman should have.

"Well, for one thing he should learn to walk," Sol said jokingly. "I went out for track in high school! But, seriously, I'd say a course in speech is essential. And you can't get by without a solid understanding of English grammar. You can't use *deses*, *dem*s, and *doses* and be a good salesman. Good English *plus* a good appearance will sell you as a salesman!

"My high school social studies come in pretty handy, too," he added. "If you're going to talk with all sorts of people, you have to know what's going on in the world. But," Sol warned, "there are two things a good salesman *doesn't* talk about. He doesn't talk about his personal political views. Secondly, he never knocks a competitor's product."

We asked Sol what was the toughest selling situation he ever ran into.

"My first day of selling," Sol said. "Just the idea of walking up to someone's door and talking to a stranger scared me stiff. I wasn't that scared in combat overseas! I walked blocks and blocks trying to get up courage to ring a doorbell. Then I looked for a nice house." He smiled recalling the experience. "I got a *no* at the nice house, and that was followed by several more rejections. But the minute I made my first sale, I found my confidence. Now I can take a whole morning of 'no sales' and still feel cheerful just because I like meeting people, talking and joking with them. I'm really sold on selling!"—JEAN F. MERRILL.

What Would YOU Say?

PETE DRUM was whistling as he walked down Beaver Street. In his pocket he had eight tickets to the Spring Carnival soon to be held at Wilson High. Each member of Pete's class had promised to sell eight tickets. That would be a cinch, Pete thought, as he walked towards the Reeds' house. There were five or six children in the Reed family. Maybe he could sell all of his tickets there.

When Pete rang the bell, Mrs. Reed opened the door.

Listen to Pete

1. PETE: Hello, Mrs. Reed. I'm Peter Drum. Your son Jack and me is in the same shop class at school.

MRS. R.: How do you do, Peter.

2. PETE: Being as I was in the neighborhood, I thought I'd see if you'd want to buy some tickets to the Spring Carnival. Jack, he don't have to sell these tickets. He's a class ahead of me now.

MRS. R.: Well, I don't know —

3. PETE: There'll be fortune tellers, strong men, and games. And if anyone feels like dancing, they can.

MRS. R.: What's the date of the carnival?

4. PETE: Gosh, I've forgot! (Looks at tickets.) Oh, yes. Friday night, March 7, in the high school gym. Us Sophs is going to use the proceeds to buy boxes of food to send to children overseas.

MRS. R.: That's a worthy purpose but — did you say you and Jack had shop class together?

5. PETE: Yes, but I know him before that. Him and me set beside each other in English class last year.

MRS. R.: I see. Do you like English?

6. PETE: No, but that don't make no difference. We have to take it. To tell you the truth, Mrs. Reed, I can't see what's so important about English. I ain't planning to be a school teacher. I'm planning to be an auto mechanic.

MRS. R.: Even if your work is mechanical, Peter, you'll have to give directions and explanations to other workers. You'll have to talk to customers.

PETE: Well, I — how about those tickets?

MRS. R.: I'm sorry, Peter. I don't think we'd be interested.

7. PETE: Gee, Mrs. Reed! I wish I hadn't of taken so many tickets if people isn't going to buy them.

MRS. R.: I'm sorry, Peter. Better luck at the next house!

Pete walked off the porch puzzled. He didn't understand why he hadn't sold a single ticket. But the same thing happened at the next house he visited — and at the next. Pete went home that night with all eight tickets still in his pocket.

Do you know what his chief trouble was? True, he wasn't a keen salesman. But Pete's chief trouble was his incorrect English.

How many of Pete's mistakes did you catch? Count them. If you caught 20, your score is perfect. You would probably be a more successful salesman than Pete. If your score is below 16 better wake up before it's too late.

Selling tickets isn't the only activity in which Pete's incorrect grammar — and spelling — trip him. Pete also flunked his last history test. He thought his teacher was unfair because she deducted five points for mistakes in grammar and spelling. Pete says that English shouldn't count on a history test. But the principal of the school agreed with the teacher. The principal told Pete that he would be handicapped in everything he did if he couldn't speak and write correct English.

Here's a copy of Pete's history paper. Can you find his mistakes in spelling and grammar?

1. The people in Europe needed new

roots to the East because the ones they had was too long and too expensive.

2. (Blank.)

3. Portugal begun to explore first because it had many merchant ships and a prince which was very much interested in exploring. His name was Henry.

4. The New World was called America because a man named Americous Vespicious said he seen it first. He played unfair in telling this to men which made maps.

5. Cortes was a Spanaird that explored Mexico.

6. (Blank.)

7. Magelan's trip was important for many reasons. People couldn't hardly believe their ears when they heard that a man had sailed around the world. They known then that the New World was different than Asia.

8. (Blank.)

9. Some french explorers were named Cartier, Champlian, La Salle. They're discoveries were in Canada, except for La Salle's whose were at the beginning of the Mississippi River.

10. A modern explorer is usually a scientist who have a lot of equipement.

Pete made 23 mistakes in grammar and spelling. After "flopping" as a salesman and failing his history test, Pete began to realize that speaking and writing incorrect English is no joke.

So Pete made a New Year's Resolution in the middle of February. He stopped talking to friends in English class. He began to pay attention. He decided to learn to speak and write correct English.

(Answers are in Teacher Edition.)

AND WE QUOTE . . .

Timely quotes from the news of today. Timeless quotes from the books of yesterday. Wise quotes to make you think. Witty quotes to show you how words can work like magic. . . .

People who aren't afraid to roll up their sleeves seldom lose their shirts. — Howard W. Newton, *Red-book*.

Huge truck with two signs on the rear tells motorists: Left: Passing side; right, suicide. — *Atlantic Journal*.

Worry is like a rocking chair — it will give you something to do, but it won't get you anywhere. — *Audio-gram*.



The Christian Science Monitor

"I'm a man of few words."

DO YOU KNOW THE SCORE?

By Jean Fairbanks Merrill

CAN YOU size up a movie and give the reasons for your judgment? Below is a scoreboard which includes the main points your criticism should cover. In the first scoring column, we have used the scoreboard to rate *The Razor's Edge*. There are three additional scoring columns. Use these to rate three other films.

The score for a *perfect* motion picture (is there such a thing?) would total 100. But any score from 65 up could be considered *good*. In our "Following the Films" ratings, we would call a score of 85-100 a *Tops*, don't miss picture; 65-85, a *Worthwhile* film; 0-65, *So-So*.

MOTION PICTURE SCOREBOARD

The Razor's Edge

I. THEME (what the film is about)

- A. Of interest to everyone; develops naturally; makes you think ... (20)
B. Worthwhile, but has been overworked in recent films or doesn't develop naturally (15)
C. Not made clear (5)
D. Pointless or trivial (0)

15			

II. STORY (plot)

- A. Interesting throughout; develops naturally; logical ending; excellent dialogue (15)
B. Generally interesting, but action or dialogue occasionally lags (10)
C. No climax or unsuitable ending; weak story—or it seems as if you've seen this one before (5)
D. Dull, boring, or trashy (0)

5			

III. CHARACTERIZATION (acting and speech)

- A. Entire cast sincere and convincing; speech clear (15)
B. Acting adequate, but not exceptional (10)
C. Poor acting in one or more important roles (5)
D. Whole cast below par; stiff performances or "ham" acting (0)

5			

IV. DIRECTION

- A. Unusual camera work; clever touches; smooth scene transitions (10)
B. Convincing, but undistinguished (7)
C. Mechanical in effect (3)
D. Slow; jerky transitions (0)

10			

V. SETTING, COSTUMES, MAKE-UP, PROPERTIES

- A. Noteworthy for beauty, realism, or contribution to interpretation of story (10)
B. Acceptable, but adds nothing to film (7)
C. Unsuitable or unreal (3)
D. Slipshod or overdone (0)

7			

VI. LIGHTING AND PHOTOGRAPHY

- A. Of high artistic merit; careful attention to composition; suited to mood and action of story; interesting photographic effects (5)
B. Suitable (3)
C. Ordinary; does nothing to help create mood; lacks variety (2)
D. Poor, meaningless use of lights; freakish camera angles; dull (0)

5			

VII. SOUND AND MUSICAL EFFECTS

- A. Sound natural and music artistic; contributes to mood and meaning; sound and music well recorded (5)
B. Satisfying (3)
C. Poor or blurred recording of sound; distracts from story (1)
D. Unnatural, ugly tones; poorly synchronized with film track (0)

5			

VIII. ENTERTAINMENT VALUE

- A. First-rate from beginning to end (10)
B. Good entertainment, as a whole, but occasionally lags (7)
C. Ordinary; second-rate; slapstick or sentimental (3)
D. Waste of time and money (0)

7			

IX. SOCIAL SIGNIFICANCE

- A. Timely, enlightening, and inspiring; gives insight into real life and helps in understanding other people (10)
B. Has some constructive ideas, but not very convincing (7)
C. Neutral, harmless (3)
D. Destructive; encourages prejudice, irreverence, disregard for law; undue emphasis on violence, crime, or sex (0)

7			

Total Score

66			
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LEARN . . .

To Think Straight

MR. PROPAGANDIST wants you to believe or do a certain thing. How does he influence you?

"In sight, in mind" may be his theory. If he wants you to donate money to the Red Cross, he simply reminds you of the work of the Red Cross. If he wants you to buy shoes at his store or to buy his brand of foods, he advertises to keep the name of his store or his brand of foods fresh in your mind. This is the theory of most advertising.

If Mr. Propagandist tries to influence your opinion or actions by giving you a wrong impression of the facts — or false information — then he is dangerous. Unfortunately, many propagandists have worked out ways, or devices, which rob you of your chance to think straight. Some of these devices are hard to resist unless you can recognize them. Let's take a look at some of the most common propaganda devices. Let's learn to recognize them.

Generalities

Generalities are statements that use general words, such as *all*, *every*, *never*, *injustice*, *prosperity*, *security*, etc. If we don't stop to check the meaning of these words, they lead us to favor or disfavor a person or cause. If we do stop to check them, we find generalities are often untrue or meaningless.

Here is a generality that is very likely to be untrue: "Everyone who goes to that school is snooty." One example of a person from the school who is *not* snooty disproves the statement.

Here is an example of a meaningless generality: "Medical science says that Peacock cream will give your skin the glamour you desire." The words *medical science* and *glamour* sound good. But they are so general that the sentence means nothing.

Authorities

You've seen pictures of movie stars, golf champs, etc., in newspapers and magazine ads. The reaction of Mr. Average Citizen is, "If my favorite movie star endorses this soup, it must be pretty good." As a matter of fact, the so-called authority may have never tasted this kind of soup at all. But the propagandist knows that this device works.

The Band-Wagon Device

Do you go to certain movies because "everyone is seeing them," or read certain books just because they're best-sellers? The band-wagon device tries to make you do something to "be in the swim" of things. The propagandist makes this vague statement, "Indications are that Al Jones will win the election by a large majority." He knows that many people who are running after the band-wagon will reason this way: "If most people are voting for Al, I'll vote for Al, too." The propaganda device worked. Why? Because many people dislike being on the losing side.

The Transfer Device

Cartoons often use the transfer device. People tend to associate themselves with Uncle Sam or with some group to which they belong. If Uncle Sam—or a representative of their group

—expressed an opinion in a cartoon, many people may accept his opinion as their own.

Name-Calling

The name-calling device is a vicious and powerful way to influence opinion. Propagandists use emotional words or slogans to whip up a *feeling* for or against something or someone. Words such as *dictator*, *red-baiter*, *radical*, *reactionary*, *grind*, and *prig* arouse favor or hate or prejudice which has nothing to do with facts.

Half-Truths or Card-Stacking

This is one of the most difficult devices to detect. Card-stacking is the technique of distorting, omitting, or avoiding the truth — without actually telling a lie. (See next week's issue.)

FOR GIRLS ONLY!

A machine that takes dictation and types letters!

That's the invention recently reported by the Army Signal Corps. Off-hand you might think that the news of such an infernal machine would strike terror in the hearts of girl office workers. Did it? No!

A *New York Herald Tribune* reporter interviewed several girl office workers—typists and secretaries—on the subject. They took the news without flinching. They denied that they would fall victim to this new secret weapon.

"Not unless the machine can get up and walk around," a lawyer's "Girl Friday" said. "My boss paces in and out around the office while he's dictating—and I trail him. I also correct his English!"

ARE YOU . . . ? ?



... A SLUGGISH SALESMAN?

"I'm sellin' tickets," mumbles Dan, A pained expression on his pan. Here's the attitude he puts on view—"This sure hurts me much more than you."



... A SUPER-SALESMAN?

High-pressure Harry—no mental giant—Likes to overwhelm his client. But his bluff-and-bluster always fails—He gets "the brush" instead of sales.



... A SNIVELING SOLICITOR?

Gail's product loses all its savor 'Cause she presents it as a favor—"Please, won't you help out, Miss Doe? I've thirty tickets yet to go."



AT THE beginning of this series we laid down a few simple rules about learning to spell correctly. One of these rules dealt with correct pronunciation. What we said then was that many errors in spelling can be traced directly to errors in pronunciation. People misspell many words because they mispronounce them — and for no other reason.

Here's a list of words for you to keep your ear on! Take a good look at these words. *Say what you see.* Don't add any syllables; don't subtract any syllables — and you'll have the spelling "down pat."

Say What You See!

government	(watch that <i>n</i>)
congratulations	(watch the first <i>t</i>)
February	(watch that first <i>r</i>)
pronunciation	(comes from pronunciation—but it's slightly different)
athletics	(only 3 syllables)
umbrella	(only 3 syllables)
surprise	(watch that first <i>r</i>)

recognize
library

(watch the *cog*)
(watch that first *r*)

Here are some more tricky words. Look at them carefully and fix the correct pronunciation and spelling in your mind's eye and ear. We're omitting the wrong spelling because it might give you ideas! We're just underlining the parts that can cause trouble.

Britain
Captain
villain

tragedy
mischievous
similar

Silent Partners

The correct spelling of the following words depends entirely on how good your eye is. They don't spell at all the way they sound. That's because they all contain *silent letters*. That's what makes them so deceptive.

Silent "b"

climb
lamb
numb
crumb

tomb
dumb
plumb
thumb

Silent "k"

knack
knave
knead
knapsack
knee
knob
knot

knell
knew
knife
knight
knit
knock
know



SO YOU didn't make your sale on the first try. Then try, try again.

When you talked to Mrs. Jones last week, she did seem interested in the tickets you were selling. But she didn't buy them. She asked you to "come 'round again next week." You can't spare the time to hike out to Bryant Lane if it will be only a "wild goose-chase."

Instead of making another visit, you can send a follow-up sales letter to Mrs. Jones and your other "prospects." Your sales letters:

1. Must be friendly and informal, just as your interview. That rules out cut-and-dried business phrases.
2. Must have "reader-appeal." It should catch Mrs. Jones' interest with the very first sentence — and hold it straight through.
3. Must give complete and accurate information.
4. Must make it easy for Mrs. Jones to take action.

How can a brief letter measure up to those four "musts"? Here's one way:

Dear Mrs. Jones:

I hope you have a red circle around March 7 on your calendar.

That's the evening the Junior Class of Central High is presenting the three-act comedy, "Once Over Lightly." When I visited you last week, you told me you were interested in the play, so I have saved several tickets for you. The admission, as you know, is 75¢.

If you will fill in the enclosed card and drop it in a mailbox, I shall be glad to deliver the tickets at your convenience.

Yours very truly,

Here's what goes on "the enclosed card" — a penny postcard addressed to yourself:

I should like _____ tickets to "Once Over Lightly." Please bring them to my home on _____ (afternoon) (evening) at (4) (5) (6) (7) (8) p. m.

Name

Address

If your follow-up letter is a good one, you should be able to answer yes to these questions:

Does your first sentence attract attention? Do you quickly identify your product? Have you given all the necessary information about your product? Have you made it simple for your customer to buy your product?



HOW'S THAT AGAIN?

By SLIM SYNTAX

IN "Boy dates Girl" in a description of games I found that you used the word *scarves*. I think you meant this as the plural of *scarf*. Should it not be *scarfs*? I referred to Webster's *Collegiate Dictionary* which gives *scarfs* as the plural of *scarf*.

A. R. B.
East H. S.
Rochester, N. Y.

You must have slipped up on this one, Audrey. The plural of *scarf* is either *scarves* or *scarfs*, according to our Webster's *Collegiate Dictionary*, Fifth Edition, page 887.

There is a rule that governs the plurals of words that end in *f* or *fe* — but it has many exceptions — too many, in fact, for comfort. The rule:

The plurals of many nouns ending in *f* or *fe* are formed by changing the *f* or *fe* to *ves*.

But notice that the rule applies to *many*, not all. There are almost as many exceptions as there are words that come within the rule. Thus:

Singular	Plural
calf	calves
half	halves
leaf	leaves
thief	thieves

BUT

Singular	Plural
grief	griefs
gulf	gulfs
chief	chiefs

Better consult your dictionary when in doubt. Maybe, in time, all words will form their plurals by adding *s*. That'll make life simpler for all of us!

I've been reading your interesting column *Words to the Wise*. I like particularly the one on common phrases. I came across this one the other day: He crossed his Rubicon. What does it mean?

E. L.
Plainfield, New Jersey

Crossing the Rubicon means to take some step or to make some decision from which it is impossible to turn back. Up to that point, you are hesitating. When you cross your Rubicon, you've made your decision.

The Rubicon was a river that separated ancient Italy from Cisalpine Gaul, the province, over which Julius Caesar ruled. When Caesar crossed the Rubicon, he automatically became an invader of Italy. He couldn't turn back.



QUESTIONS AND QUIZZES TO SEE IF YOU'RE "WHIZZES!"

SELLING—SELLING—SOLD!

Smooth talk is a key to good salesmanship — and that goes double when you're ringing a customer's doorbell, instead of having him come to your store. Could you make a tactful reply in these situations?

1. You're soliciting donations for the Red Cross. Your prospect refuses, saying, "I've already given more than enough to charity." You reply:

(a) "You can never give enough to charity."

(b) "When you give to the Red Cross, you insure yourself and your family in case of fire, flood, and other disasters."

(c) "Well, thank you, anyway."

2. When Mrs. J. answers the door, she says she has company and can't talk to you now. You answer:

(a) May I come back tomorrow afternoon and tell you about the Girl Scout project?"

(b) "But this will take only a minute."

(c) "Well, I'll stop by some other time then."

3. Mr. Brown refuses to buy tickets to the Dramatics Club play because the last one he saw was a flop. You say:

(a) "Oh, but that last show was produced mostly by kids who didn't know what they were doing."

(b) "But the money does go for a worthy cause."

(c) "You're right. We learned a lot from our mistakes in that other show."

LETTER PERFECT

Susie Q. sent this follow-up sales letter to ten people who had said they might be interested in buying magazine subscriptions from her. Susie didn't get

one reply. There are at least five good reasons for this. Can you find them?

Dear Prospective Subscriber:

As you may remember, I visited you last week. You told me that you liked reading magazines, although you didn't want to buy a subscription just then, so I put your name on my list.

I hope that some time in the near future, you will decide definitely to buy one of the magazines I discussed with you. When you do, I shall be glad to visit you again, if you will call me or send me a card.

Yours, very truly,

TAKE IT AWAY

The first step in this one is the hardest. You'll have to find a five-letter synonym for each word in Column I. Drop the fourth letter from the synonym — lo and behold, you have a synonym for the word in Column II. For instance, *seaboard* means *coast*; take away the "s," and you have *coat*, your synonym for *jacket*.

Column 1

1. seaboard
2. midriff
3. calm
4. embrace
5. animal
6. core

Column 2

- jacket
- linger
- abandon
- applaud
- strike
- warmth

Answers in Teacher Edition



ARTHUR FRIDDLE thought salesmanship was a cinch. That's why he almost "missed the boat" on an important assignment. His job was to outline a sales talk for an insurance salesman. When Arthur showed his talk to his Uncle Gene, who was in the insurance business, he got some good criticism.

UNCLE GENE: I'm afraid you wouldn't sell many *life insurance policies* with this sales talk, Arthur.

ARTHUR: Why not?

UNCLE GENE: Well, you haven't done anything here but tell your customer that he should buy insurance. You haven't given him any reasons, haven't presented any figures on *premiums* or *face values*. Certainly the man wants to know exactly how much money will go to his *beneficiary*. In fact, you didn't even mention what kind of insurance you were trying to sell him.

ARTHUR: I meant life insurance, of course.

UNCLE GENE: Why not say so? There's also *property insurance*, you know. And, even so, what kind of life insurance? You'd have to explain the difference between *straight life insurance*, and *endowments*. Your customer is going to ask questions. What's the *cash value* on each policy? And what are the advantages of *annuities*?

ARTHUR: Why does a preliminary sales talk have to be that technical?

UNCLE GENE: Because you won't sell anything by simply talking glibly. Your customer wants to know all the whys and wherefores of your product. Whether it's ties or insurance, he isn't going to buy unless you have the correct facts and the specific terms at your fingertips.

Life insurance policy — the written contract of insurance between the policyholder and the insurance company. The policy states that the insured will make certain payments (*premiums*); in return, the company will pay a fixed amount either to the *beneficiary* after the death of the insured, or in some cases to the insured himself, if he is still alive at a certain time.

beneficiary — the person named in the policy to receive the proceeds of a policy.

face value — total amount, stated in policy, for which the policy holder is insured.

property insurance — insurance which protects the insured's property against fire, theft, explosions, etc. The insured pays premiums and, in the event that any of the hazards mentioned in the policy occur to his property, the company repays him for the loss.

straight life insurance — the insured pays a uniform premium every year as long as he lives. The face amount of the policy is payable at his death to the person who is named as beneficiary.

term insurance — covers a limited period of years, and no benefits are paid unless the insured dies during that period. Term insurance provides only protection, and has no *cash value* (see below).

endowment — provides for the accumulations of a sum of money during a specific period. Premiums are paid regularly, and at the end of the period, the face amount of the policy is paid to the insured, if he is still alive. If he dies before the end of the period, the *face value* of the policy is paid to his beneficiary.

cash value — the amount the insurance company will pay to the insured if the payment of the premiums is discontinued, and the policy returned.

annuity — the insured pays a lump sum to the insurance company, and receives in return an annual, semi-annual, quarterly, or monthly income as long as he lives.

A sharp hiss of air escaping from a split hose . . .
and a diver's life hangs in the balance

19

By Agnes Danforth Hewes

FROM the round stern of a moving tugboat Jed Sheldon gazed directly down at the surge from the propeller. As the tug gathered speed, the thrust of the bow shouldered away the water into a rolling V of green foam. Jed had never been on a vessel of any kind before, and now the sturdy, low-riding little *Vulcan* gave him a sense of thrilling nearness to the water. The soft-coal smoke that poured in a thick column from the short black funnel reminded him of Jerry Sims and his locomotive. He'd said goodbye to Jerry with real regret.

Jerry Sims was a locomotive engineer, and he had hired Jed to stoke coal into the locomotive's fire box.

As the weeks went by, Jed became restless. He liked Jerry and the thrill and clamor of the big train. But it wasn't the kind of job he really wanted. If only he could find work into which he could put all of himself. His father had had such a job — diving.

In this mood he had gone to the Atlantic Salvage Company. His father's name was known to them. Perhaps they would give him a chance. The man at the Atlantic Salvage Company, Mr. Robbins, had taken his address, and, after a week's wait, had sent word to him to report the following Monday on board the tug *Vulcan* at Pier 91. He was to go as helper on

"The *Nellie S*" is reprinted from the book, *The Iron Doctor*, by Agnes Danforth Hewes, and is used here by permission of the publishers, Houghton Mifflin Company, Boston.

The *Nellie S*



some kind of diving job down the harbor where he would report to Ivar Olsen. That was all the information Jed had, but it served the purpose, for at mention of Mr. Robbins and Ivar Olsen, the *Vulcan's* skipper had at once bidden him come aboard.

He was still in the dark about his job, but he noticed the tug was carrying a supply of narrow planks. He examined them, and saw alongside them a large roll of canvas.

For half an hour or so the tugboat threaded her way through the harbor shipping. The profile of lower New York skyscrapers receded. It was well past Fort Wadsworth that he noticed they were changing their course, and were making toward the Jersey shore. Presently, he made out a large blunt-nosed barge anchored well out of the ship channel, and saw that the *Vulcan* was headed directly for her.

As someone threw a line from the bow of the *Vulcan* to the barge, the skipper, leaning out of the pilothouse window, called up: "Well, Ivar, we've brought you your patch. And Robbins has sent you a new deckhand for the work on the *Nellie S*."

Patch! So that was what the planks and canvas were for — some small repair job. And "Ivar" must be the Ivar Olsen to whom he was to report.

Jed tossed his donnage bag on deck, and then sprang to the tug's rail and hoisted himself aboard the barge. So the job was on a sunken vessel called the *Nellie S* — at least he'd learned that much. As the lines of the tug were cast off and she steamed away, a tall figure turned from the rail, and Jed saw it was a man with pale blue eyes.

"I'm Olsen," the man told Jed. "We got plenty of work for strong backs."

"Show him his bunk, Chris," Ivar Olsen said to a short, tow-headed chap. "And get my dress ready."

Jed followed Chris to the crew's quarters. The man motioned him to a bunk well forward, and then went aft to a sort of cabin beyond the galley where Jed could see hanging on a rack heavy underwear and several diving dresses — huge one-piece suits large enough, it seemed to him, for a giant.

He was just changing into overalls when Chris returned with an armful of diving gear. Almost at the same moment Ivar came down the stairs into the cabin and began to strip. Jed watched, fascinated as the big Swede first drew on a suit of heavy underwear which Chris handed him. Then Jed saw Ivar take a bar of soap and

(Continued on page 16)

THE MARCH OF

HUNGER STILL STALKS THE WORLD AS UNRRA CLOSES UP

What Happened: Grim, pinching hunger is riding roughshod over large areas of the world this winter. It is the final inhuman act of the most destructive war in history.

With UNRRA (the United Nations Relief and Rehabilitation Administration) winding up its affairs next month, many countries see a grim food problem ahead. The lands most seriously affected are Austria, Greece, Hungary, Italy, Poland, Yugoslavia and, above all, China.

The six European countries will need \$583,000,000 in outside help this year to supply their minimum requirements of food and other basic needs. War-torn China, where the food situation is even graver, will need a minimum aid of \$295,000,000 in 1947 to prevent famine.

With the exception of Belgium, the Netherlands and Denmark, all European countries which took part in war are suffering from acute food shortages. In victorious Britain food supplies are more limited today than they were before V-E Day. There are also serious shortages of many foods in France, Czechoslovakia, Russia and occupied Germany.

These conditions were reported by a special technical committee established at the last session of the U. N. General Assembly in New York in December, 1946, after that body voted to dissolve UNRRA.

What's Behind It: The European operations of UNRRA are already halted. Shipments of supplies to China will stop by the end of next month. UNRRA's refugee program will continue until June 30, when it is scheduled to be taken over by IRO (the International Refugee Organization).

UNRRA was established in November, 1943, and was supported by 48 nations. The first director was Herbert H. Lehman and the second was Fiorello H. La Guardia. Its purpose was to care for victims of the war by supplying them with food, clothing, fuel, and livestock, and to provide shelter for refugees. It operated in 39 countries, distributed about 14,000,000 tons of food and goods, and spent nearly \$4,000,000,000. More than seventy per cent of the cost of UNRRA was contributed by the United States.

At the last session of the General As-

sembly, it was decided to disband UNRRA. Relief problems will be handled on a nation-to-nation basis. Contributing countries will deal directly with those receiving aid.

It is expected that President Truman will ask Congress for \$300,000,000 to \$400,000,000 to finance America's part in meeting urgent food needs abroad.

The Strike That Failed

What Happened: What would have been the biggest strike in recent history did not come off. Some five million Japanese workers were set to go on a general strike, earlier this month, in protest against low wages. A few hours before the strike deadline, General Douglas MacArthur, acting in his capacity as Supreme Commander of Allied Forces in Japan, issued an order forbidding the strike.

General MacArthur explained that he acted "with the greatest reluctance." He said that the strike, if permitted, would have been a "disaster" for Japan, throwing the country into starvation. The strike leaders later appealed to the Supreme Allied Command to grant a 300 per cent wage increase.

What's Behind It: Reports from Japan seem to indicate that the threatened general strike was politically inspired by Communist labor leaders. General MacArthur has called for a new general election in Japan. This election scheduled for April, will give Japanese workers the chance to protest peacefully against their poor working conditions.

Violence in Palestine

What Happened: There is no peace in the land that gave birth to the Prince of Peace. Palestine was tense as new outbreaks by Jewish extremists were expected, and the British ordered all English women and children to leave.

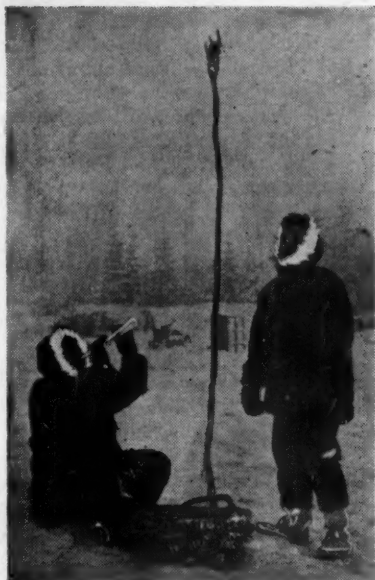
The Jewish extremists consist of two groups—the Sternists and the Irgun Zvai Leumi. They believe that armed force is the only way to bring about a long-range decision favorable to the Jews in Palestine. The British government warned all Jews that they must help to stamp out this armed resistance. The British threatened to put the Holy Land under military rule if they did not get this cooperation.

The Jewish National Council, which represents all varieties of Jewish opinion in Palestine, turned down the Brit-



British Tommies in Palestine line up Jewish residents of Jerusalem to search for men connected with kidnapping of a British judge and banker.

EVENTS



Press Association

GIs with Army's Task Force Frigid in Alaska use an icicle and a rigidly-frozen rope to prove that Indian fakir's stunt is a cinch.

ish proposal and the extremists threatened to "fight to the last breath" against British authority.

In London, discussions to solve the Palestine puzzle were deadlocked. Separate conferences were being held with Jewish and Arab leaders.

What's Behind It: Back of the disturbances in the Holy Land is the demand of the 650,000 Jews. They ask that the British honor the pledge they made in the Balfour Declaration in 1917 to establish a National Jewish Homeland in Palestine. One solution which continues to appear is the setting up of separate Arab and Jewish states in Palestine. It is believed that this would be acceptable to the Jews. But it has been repeatedly opposed by the Arabs.

Closing Portal-to-Portals

What Happened: The case of portal-to-portal pay walked right back through the same door out of which it first came. Federal District Court Judge Frank Picard of Michigan apparently ended the \$5,000,000,000 rash of court cases for back pay.

It was Judge Picard who decided, in 1943, that workers of the Mount Clemens (Mich.) Pottery Company were en-

titled to back pay for overtime work. This overtime work consisted of "make ready" operations, such as getting dressed for work and taping fingers. Last June, the decision was upheld, with certain limitations, by the U. S. Supreme Court.

In determining what was due the Mount Clemens workers, Judge Picard decided this month that the whole case was too "trivial." The portal-to-portal time in that particular case is too small to merit consideration, he ruled. His decision may again be appealed to the Supreme Court.

What's Behind It: Portal-to-portal work will be considered in many future labor-management contracts. But Judge Picard's decision probably ends most of the court cases brought by labor unions.

The New Secretary Requests

What Happened: Secretary of State George C. Marshall went to Congress with a long shopping list. The list was requested by Senator Arthur H. Vandenberg, Republican chairman of the Senate Foreign Affairs Committee. It included 27 items of suggested legislation in the field of U. S. foreign affairs.

The new Secretary of State topped his list of needed laws during this Congressional session with these ten urgent items:

1. Continuance of contributions to international relief after the closing of UNRRA operations next month (*see previous page*).
2. Senate approval of Italian and Balkan peace treaties.
3. Legislation to allow U. S. membership in the United Nations International Refugee Organization.
4. Senate approval of the proposed Anglo-American agreement to cooperate in developing and marketing of world oil reserves.
5. Authorization of the use of a \$500,000,000 fund to aid needy children in Europe (*see last week's United Nations News*).
6. Laws to permit entry of displaced persons into the United States.
7. Approval of the constitution of the U. N. World Health Organization.
8. Extending to other nations the present cultural relations program with South American countries. This program includes the exchange of students

and teachers between the United States and other nations.

9. Granting of diplomatic privileges to United Nations delegates.

10. Legislation to make gifts to the U. N. free of Federal taxes. This refers particularly to John D. Rockefeller's \$8,000,000 gift for a U. N. headquarters in New York City.

What's Behind It: The Democratic and Republican parties are pledged to a joint policy in regard to foreign affairs. Senator Vandenberg will doubtlessly get behind almost all of Secretary Marshall's program. Vandenberg will have the full backing of his Democratic colleague, Senator Connally of Texas.

Regardless of its attitude towards the individual proposals, the Congress welcomed Secretary Marshall's report as an indication of his aims in his new position.

United Nations News

ARMS and the atom were still the topmost worries of the 11-member Security Council. But some progress was being made. For several weeks, the members wrangled over the question as to which should be taken up first: atomic control or over-all disarmament.

It was like the old argument of which came first — the hen or the egg. The United States held out for giving priority to the study of international atomic control. Recently, however, a compromise was reached. It was decided to discuss both problems at the same time in separate commissions.

Then a new difference on procedure developed between the American and Soviet delegates. Warren R. Austin, representing the United States, proposed that the General Disarmament Commission, still to be created, should not be allowed to extend its activities into the field of the existing United Nations Atomic Energy Commission. In other words, the functions of the two Commissions—disarmament and atomic control—should not overlap.

The Soviet delegate, Andrei A. Gromyko, took exception to this suggestion. Behind this dispute is the greater dispute between the United States and Russia on the issues of international control of atomic energy, the right of inspection in foreign countries, and punishment of violators of the future atomic law.

The United States is opposed to the exercise of the Big Power veto right in these matters. Russia does not wish to give up her veto power.

The Nellie S

(Continued from page 13)

rub his wrists and hands with it. He tossed the soap aside and started up the stairs ahead of Chris. Close behind Jed followed them up to the deck.

The Swede went directly over to a small stool by the rail, sat down, and pulled on two pairs of heavy socks, while Jed stood by as near as he dared. With envy he watched Chris and another deckhand straighten out the legs of the heavy diving suit, help Ivar pull it on to the waist, and then, as he stood upright, lift it so that he could get his arms into it. That was the reason for the soap on Ivar's hands — the rubber cuffs attached inside to the end of the sleeves were so tight that only slippery hands could go through.

CAREFULLY, now, Chris and his helper pulled smooth the neck and shoulders of the suit. Next they lowered a copper breastplate over Ivar's head and fitted the holes of a rubber collar over studs in the rim of the breastplate, which rested on a canvas bib that came well up around the shoulders. This was to prevent water from leaking in. But even that, it seemed, wasn't enough, for now, they laid in sections a flexible metal strap over the studs in the breastplate, and then screwed onto each stud a nut, which they made so tight that no water could possibly leak in.

Ivar sat down then, and Chris separated from the diving gear a pair of huge, lead-weighted shoes.

"Here!" he said to Jed. "These weigh fifteen pounds apiece. See if you can take them over to the boss!"

To get a chance to do even this small errand was better luck than Jed had hoped for. Perhaps no one would notice if he ventured further! He'd risk it. As Chris's helper began to lace up one of the big shoes on Ivar's foot, Jed started on the other shoe. He was conscious that Chris gave him a sharp look, but nothing was said until just as he was tying the final knot.

"Now, big boy, hand up that belt there," Chris told him.

There was no mistaking the sarcastic tone, but Jed bent down to pick up the belt with its straps and lead weights. For a second he couldn't even stir it! So that was what one got for pushing oneself forward! But not for nothing the heaped shovelfuls he had tossed into Jerry Sims' engine!

As he coolly delivered the belt to Chris, he thought he saw a pleased smile twinkle in Ivar's pale blue eyes. Perhaps now he'd qualified for the big Swede's "Plenty work for strong backs." Chris, too, appeared to be impressed,

for he let him hold the heavy belt in place while he strapped it around the Swede's waist. For a moment Ivar fumbled with a metal sheath on the belt and half drew out a knife as if to make sure it was still there. Next came ordinary overalls, and as they were finally buckled over the broad shoulders, Chris dropped several small tools into the pocket.

Then Chris brought a big copper helmet. Ivar took it and carefully inspected it.

"She's all right," he said, and handed it back to Chris. "Send down the planks when I signal — two at a time."

The helmet was down, now, over the Swede's head. Ivar's voice wouldn't be heard again until he came up. Now the men were carefully setting the helmet so as to engage the threads on the breastplate collar. A last quick quarter-turn and it was screwed into place, against a rubber gasket, and then locked tight.

Finally, to the back of the helmet, Chris connected the rubber air line whose other end was at the air pump. Ivar was ready!

The big Swede, now a giant in his diving dress, shifted on his stool close by the rail, swung his legs over the side and stepped down a little ship's ladder into the water, guiding himself by a descending rope made fast to the rail. Chris' helper had already begun to work the air pump while Chris, at the rail, with his right hand guided the life line that was fastened under Ivar's arm and, with his left, the uncoiling of the air line.

With a creepy sensation, Jed watched the uncanny submerging of the huge figure, and then the final disappearance of the helmet, with the air line like a queer tail at its rear.

Meanwhile Chris, as the diver's tender, continued paying out the life line and the air hose from neat coils on the deck. His assistant kept a steady turning of the heavy flywheel on the axle of the pump that was sending down air to Ivar.

Chris consulted his watch and made a note with a stub pencil on the rail. "You just stand by, ready to lend a hand," he told Jed, "and watch till it's time for your shift at the pump."

Chris' eyes fixed on something in the water, and Jed, following his glance, saw a column of rising bubbles — the only living sign of Ivar! Chris nodded, evidently content.

"When you see bubbles like that, straight and reg'lar," the tender told him, "you know everything's jake. But if they come up in puffs, look out — something's gone fluey!"

Presently Chris stopped paying out lines and Jed saw the bubbles coming steadily from one spot. "He's landed,"

Chris announced. "You get me a couple of those short planks — we've got to be ready when he signals for 'em. He's got the hole in the *Nellie S* all trimmed up now."

So there was a hole in the *Nellie S*. At last Jed had found out what the trouble was. He had hardly got the planks fastened to a weighted snap-hook on the descending line when Chris called: "Lower away — and not too fast. He's signaled for 'em."

As the line slid through Jed's fingers, he felt for the first time that he was really part of the job of salvaging the sunken schooner, but just how the job was to be carried out he still couldn't guess.

Chris spoke again. "The *Nellie's* down about 80 feet — you'll feel it when the planks land on her deck." In a few moments came more directions: "He's got his planks fast now. You can pull up the weight — and mind you coil that line without fouling it."

Jed finished coiling and then, as quickly as possible, got other planks ready. Ivar mustn't be kept waiting.

"There's no such rush," Chris told him. "It's slow work driving spikes in eighty feet of water."

TO BE a tender, Jed realized, was to be the sole link between the huge, ghostly figure of the diver far below in a weird world of sunless water and the world of sun and sky and warm-blooded humans! Then a graver side of the tender's job dawned on him. The diver's life was in the tender's hands. He said something of the sort to Chris.

"Sure," agreed the tender. "You got to be on your toes every second — can't quit the rail a minute from the time the diver sets foot to the ladder."

"Suppose anything goes wrong with the air supply. Has a diver a chance?"

"Oh, sure. There's enough air in the helmet and suit to last about eight minutes. All the diver has to do is to close the intake air valve — if he has time. Of course, if help doesn't come, then —" Chris shrugged meaningly. "There's lots of ways a man can die down there — and they're all quick. He can die, too, don't forget, if he comes up too fast when he's down too deep."

By the time Jed had lowered another load to Ivar's signal, Chris looked at his watch. "You take over now, Sheldon," he said, nodding at the air pump. "Mind you don't lose a stroke when Jack quits — and see you keep that gauge at forty pounds."

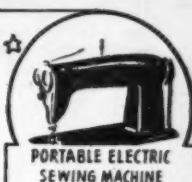
The run rose high, and Jed was on his second shift when Chris suddenly told him to give over to Jack, the other assistant, and began taking in the lines. Presently Chris stopped and looked at

(Continued on page 21)



ELIAS HOWE

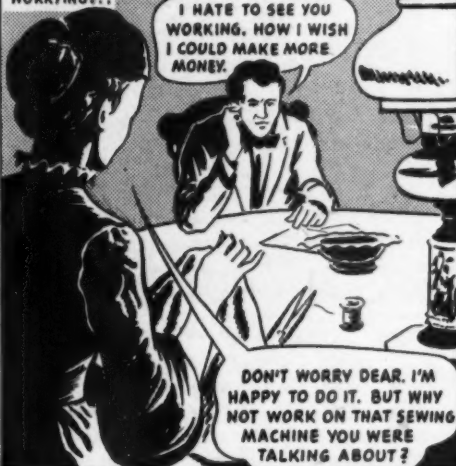
SEEING HISTORY THROUGH AMERICAN ACHIEVEMENTS SEWING MACHINE



PORTABLE ELECTRIC SEWING MACHINE

FOR MANY YEARS, INVENTORS TRIED TO MAKE A SEWING MACHINE. THOMAS SAINT, AN ENGLISHMAN, INVENTED ONE IN 1790. BARTHELEMY THIMMONIER, A FRENCH TAILOR, MADE A CLUMSY WOODEN MACHINE IN 1830. IN 1833, WALTER HUNT OF NEW YORK INVENTED A MACHINE WHICH HE SOLD AND NEVER PATENTED. TEN YEARS LATER ANOTHER AMERICAN, UNAWARE OF HUNT'S MACHINE, SET TO WORK. HE BECAME THE INVENTOR OF THE FIRST PATENTED AND PRACTICAL SEWING MACHINE. HIS NAME WAS ELIAS HOWE.

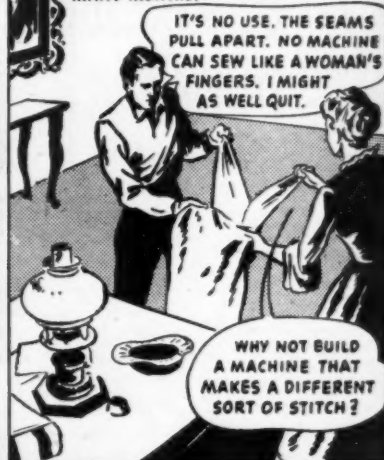
ONE EVENING IN 1843 ELIAS HOWE SAT AT HOME WORRYING...



I HATE TO SEE YOU WORKING. HOW I WISH I COULD MAKE MORE MONEY.

DON'T WORRY DEAR, I'M HAPPY TO DO IT. BUT WHY NOT WORK ON THAT SEWING MACHINE YOU WERE TALKING ABOUT?

ELIAS WORKED ON HIS INVENTION FOR MANY MONTHS.



IT'S NO USE. THE SEAMS PULL APART. NO MACHINE CAN SEW LIKE A WOMAN'S FINGERS. I MIGHT AS WELL QUIT.

WHY NOT BUILD A MACHINE THAT MAKES A DIFFERENT SORT OF STITCH?

YOU'RE RIGHT! A DIFFERENT KIND OF NEEDLE, A SECOND THREAD... PERHAPS A SHUTTLE SUCH AS A WEAVER USES... YES, IT DOES WORK!



LOOK! THE STITCHES ARE STRONG AND EVEN. THE MACHINE IS FAST, TOO.

HOWE WORKED FOR MONTHS TO PERFECT THIS MODEL. 1845...

1846... BUT HE HAD TROUBLE SELLING HIS INVENTION.



YOUR MACHINE WILL PUT US SEAMSTRESSES OUT OF BUSINESS!

HOWE WENT TO ENGLAND TO SELL THE ENGLISH RIGHTS TO HIS MACHINE. UPON HIS RETURN TO THE U.S. HE FOUND OTHERS USING HIS IDEAS. HE STARTED LAW SUITS.



THE COURT RULES THAT THE RIGHTS TO THE SEWING MACHINE BELONG TO ELIAS HOWE.

SINCE HOWE'S FIRST MACHINE, MANY INVENTORS HAVE MADE IMPROVEMENTS ON IT. IN 1851 ISAAC SINGER INVENTED THE FOOT-TREADLE. HOWE'S MACHINE MADE 30 TO 40 STITCHES A MINUTE, SINGER'S 900. TODAY'S ELECTRIC MACHINES MAKE 4,000 STITCHES A MINUTE.

Text by Pat Lauber

Drawn by Charles P. Beck

SPORTS

Doodlebug Dare-Devil

NEXT to people who fight Joe Louis, the bravest men I know are midget-car racers. Ever see a midget-car race? No? Well, have you ever seen a tornado? It's the same thing.

Picture a lot of oversized kiddy cars zooming along at 75 miles an hour — bumping fenders, weaving in and out, skidding around turns on one wheel, screeching like a thousand demons.

You don't have to be crazy to drive one of these doodlebugs — but it helps. That's what Art Cross, one of the greatest "pilots" in the business, told me the other day. But he smiled when he said that.

He's a big fullback of a guy, with thick black hair, big, powerful hands, and the steadiest blue eyes I have ever seen in a face. He looks older than his 29 years. But so would you if you risked your neck in a doodlebug eight times a week.

Busy Schedule

Life is just a bed of cinders for Art. He races every day in the week, every week in the month, for seven months of the year.

Look at his weekly racing schedule: On Mondays he races in Philadelphia; Tuesdays in Buffalo, New York; Wednesdays in Middletown, New York; Thursdays in West Haven, Connecticut; Fridays in Paterson, New Jersey; Saturdays in Springfield, Massachusetts; and Sundays in Thompson and Avon, both in Connecticut.

You have to be good to make a living at this sort of thing. While every driver is guaranteed a certain sum of money for competing, this doesn't amount to much. You have to be a winner. The winners get extra prize money.

Top prize money for a single night often comes to \$350. But to win that much, a driver must make a clean sweep of every race he is in. Winning 'em all is about as easy as eating spaghetti while wearing boxing gloves.

The most Art Cross ever earned in a single night was \$280. Over the seven-month season he makes about \$7,000. The average driver earns about \$5,000 a year.



Art Cross, midget auto racer, at Kingsbridge Armory, New York City.

The driver keeps 40 per cent of his prize money. The rest goes to the owner of the car. Only a few drivers own their own cars.

The reason is simple — midget cars are pretty costly. Although they're only about 72 inches from axle to axle, eight feet long overall and weigh 900-950 pounds, they cost about \$2,000 to build. A ready-made job-like an "Offy" (Offenhauser) sells for about \$7,000.

Under the hoods of the car may be found outboard motors, motorcycle engines, specially built super-charged motors, or eight-cylinder small-car motors. The only instrument the driver has to work is a gas pedal. A small hand brake is attached outside the car on the left side.

High Speed

The tiny cars have power and speed. Under ideal conditions, they can travel 135 miles an hour. In actual competition, they average 65-80 miles an hour, depending on the track.

Art's biggest thrill was averaging 80 miles an hour in a 100-mile race. The funny thing is — he doesn't know whether he won or lost that race. Nobody knows. Somehow the judges lost track of the laps.

All in all there are more than 100 midget race tracks in the country, and about 500 full-time pilots. They come from all over the country, from all walks of life. Some are college men, others are former plumbers or bricklayers, while still others — like Al — have never done anything else. Al started doodlebugging at 19.

Jammed into their tiny cockpits, the drivers cut dare-devil figures. All of them wear riding boots, soft pigskin gloves, shatterproof goggles, crash helmets, and the loudest colored shirts that ever decorated a man's back.

Plenty of Accidents

Accidents are a nickel a dozen. Wanna make a million bucks? Just get the band-aid concession at a midget race track.

When I asked Art for an account of his accidents, he passed it off lightly. "Oh, I've been pretty lucky. Just turned over a few times."

"You mean you've never broken a leg or an arm or something?" I continued.

"Well, I once jumped the track and wound up with a broken jaw, a broken pelvis, a fractured spine, and second degree burns. I had to spend 12 weeks in a body cast from knee to shoulder."

Did he swear off racing after that? Not Art. The first thing he did the day the cast was removed was to hobble off on his crutches to the nearest midget auto race!

As you'd expect, Uncle Sam put Art in a tank during the war. As Sergeant Cross of the 743rd Tank Battalion, Art rumbled through England, France, Holland, Belgium, and Germany — chasing Nazis most of the way.

During the off-season, Al comes home and tries to relax. He'll take an automobile trip once in a while — with his racing car parked in the trailer.

By a coincidence he always winds up in Phoenix or Yuma, two Arizona towns with big race tracks. Then, just for the fun of it, Al will unload his doodlebug and "run" a couple of races.

You can never reform a midget auto man.

— HERMAN L. MASIN, *Sports Editor*



Art Cross



Best. ### Good. # Save Your Money.

JAZZ

Omer Simeon Trio (Disc.) O. S. on clarinet, James P. Johnson on piano and George "Pops" Foster on bass. *Lorenzo's Blues* is a traditional 12-bar blues, spotting clarinet. *Harlem Hotcha* features James P. in a raggy tune which hasn't been recorded before. *Bandana Days* is joyous, hot jazz. *Creole Lullaby* is an impromptu melody, blues-style, with clarinet in a minor key. The playing on these platters is technically clear and beautiful.

Emanon and *Things to Come* (Musicraft). Dizzy Gillespie. Some terrific Gillespie trumpeting for the rebop fans.

VOCAL

It's Dreamtime and *You're Driving Me Crazy* (Musicraft). Mel Tormé. A new favorite and an old by a new star with a soft, husky, sweet voice. Look out Frankie!

So Round, So Firm, So Fully Packed (Capitol). Merle Travis with cowboy band. Clever use of advertising slogans in the lyrics. Flipover is *Sweet Temptation*.

I'll Close My Eyes and *It's Dreamtime* (Capitol). Andy Russell. Andy is dandy; the songs are syrupy.

American Songs (Columbia). Helen Traubel leaves her operatic arias to sing: *Home Sweet Home*, *Long, Long Ago*, *All the Things You Are*, *Oh, What a Beautiful Morning*, *Old Folks at Home*, *Carry Me Back to Old Virginia*, *I Love You Truly*, and *A Perfect Day*. Miss Traubel's renditions are perfect, but such great technical elegance somehow doesn't befit these songs that we've sung with "the gang" so often.

#####

A Sharps and Flats Special . . . Jazz

Borderline and *Tumblebug* (Majestic). Ray McKinley and Orch. Both songs composed and arranged by Eddie Sauter, our pick for composer of the year. Fascinating in rhythm and technique, with excellent trombone solo on A-side. B sounds a little like *Hangover Square*.

#####

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JOHNNY LONG and his Orchestra
Signature Record 15064

HOW ARE THINGS IN GLOCCA MORRA
(FROM "FINIAN'S RAINBOW")
Vocals by Francey Lane and the
Long Beachcombers

LAST NIGHT ON THE BACK PORCH
(I LOVED HER BEST OF ALL)
Vocals by the Long Beachcombers
and the Band

Signature
records

BOY dates GIRL

HE LOVES me . . . he loves me not??? Where do you stand? You're the girl he dated, but it's a cinch you aren't the only star in his Blue Heaven. And how devoted is devoted?

She loves you . . . she loves you not??? She always looks toward your corner first when she comes into algebra class, but when you ask her to sign a "Go Steady" Contract, she's looking out the window. Should you cross her off your list?

You have a lot of questions about the amount of attention you should rate from your Best Fellow or No. 1 Girl.

Q...I've been going with a very attractive boy for about two years. Bruce is intelligent, and everyone likes him. He takes me to most of the big dances and occasionally to the movies or a party. But he often lets two or three weeks go by without even calling me up. When I ask what he's been doing, he just says he's been busy. And believe it or not, "busy" doesn't mean dating some other girl. It means reading a book or putting around with some electric contraption in his cellar. He's crazy about physics and I'm not interested in such things. How can I let him know that no girl likes to play second fiddle to a Diesel engine?

A. This is a sad story. Not because Bruce isn't the best Lochinvar in the world. But because you're a lucky girl and don't know it. That Bruce of yours sounds like a pretty grand guy. He must be a lad with a genuine sense of values.

Evidently you want a guy who will always be at your beck and call, always ready with a compliment, and always ready to furnish "escort service." What you want is an ornament!

Any ten other boys would be as good for your purposes as Bruce. Flattering a lady isn't nearly as difficult as it's sometimes made out to be. And almost anyone can dance like a puppet when a gal pulls the strings. BUT—too few high school boys realize that life consists of more than dating and dancing. Too few realize that if you really want to go places in medicine or journalism or physics, now is the time to lay the groundwork. Too few are far-sighted and strong-willed enough to plan their time so that they can be sociable and still have time for the things that will build their minds and their characters.

Bruce is a rare boy. His puttering around in the cellar is the sign of the person who has discovered himself and his special abilities and saves time to explore and develop those abilities.

You feel that Bruce doesn't quite measure up to your requirements. Have you even wondered whether you measure up to his? Have you tried to develop an interest in his interests? Do you really listen when Bruce talks about those scientific laws that make the world go round?

If you keep turning a deaf ear to Bruce's keenest enthusiasms, he's going to wake up to the fact that you don't take him seriously. Then he's going to stop taking you seriously. Boys with keen minds and an interest in the world about them—expect girls to be more than pretty faces. Maybe the reason Bruce doesn't take you out more often is that he can't share all of his ideas with you. He may not be very enthusiastic about spending every evening discussing which movie actress has divorced which band leader or who's "going steady" these days.

If you can't truly appreciate Bruce's love for physics, it would probably be best for all concerned if you cultivated other boys. Bruce needs a girl who will encourage him to accomplish the things he dreams of, not one who wants to make him into a dime-a-dozen drifter and "party boy."

Q. I like a girl and I'm almost sure she likes me. But Sheila is very independent. I've met a second girl whom I could like a lot, too—particularly if Sheila keeps up this State of Independence. Shall I forget about Sheila, or is there some way of getting her out of this attitude?

A. You want your gal to behave just as the lady above wants the physics expert to behave. You want to be the one star in the sky, and you want Sheila to revolve around you and your plans like a spineless satellite.

Since you like Sheila, she probably isn't "just plain ornery," but a gal with a mind of her own. If Sheila has thought things out and decided she doesn't want to "go steady" while she's still in high school, if she has her own ideas on the world, if she has one or two



other things to do besides wait for your phone calls, we say more power to her. She, like Bruce, is on the way to becoming an outstanding person. (Chances are, one of the things that attracts you to Sheila is her independent air.)

If you want to get along with her, don't try dictatorial methods. Independent people always rebel against high-handed tactics. Instead, be an independent fellow yourself. Not contrary—don't date other girls just to spite Sheila—but independent. Get to know all the kids in your class. When you plan a date with Sheila, let her know far enough ahead of time so that she can fit your date in with her other plans.

Girls with a little independence often make the best wives when they finally decide to devote their affections to one man. The clinging vine you thought was cute and cuddly at fifteen can be a millstone around your neck when you're thirty.

How about it? Do you want a wife who throws a tantrum if you consider going off on a week's hunting trip with "the boys"? Do you want a wife who can't decide what to have for dinner without calling you up at work? Do you want a wife who flies into a jealous rage if you offer to fix Mrs. Green's lawn mower? Or do you want a wife who can make a few decisions of her own and who respects your interests and your friends? A girl can't learn to stand on her own two feet overnight.

If you have questions of general interest, similar to these, and would like them to be answered on this page, write to Gay Head, Scholastic Magazine, 220 East 42nd St., New York 17, N. Y. Please do not ask for personal answers by letter nor enclose postage stamps.

by Gay Head

The Nellie S

(Continued from page 16)

his watch, and there was a long wait. Jed watched, puzzled.

"Just giving Ivar time to decompress," Chris explained. "He's been down long enough for that depth. He's got to let the nitrogen bubbles out of his system." Jed wondered what in the world that statement meant.

During two more waits he saw that Jack was gradually reducing the air pressure—Ivar must be well on his way up.

At last, Jed saw something that looked like a turtle break the surface of the water—Ivar's dull copper helmet. Jack stopped pumping, and the three helped the tall Swede up to a standing position on the ladder. Chris took off the helmet.

"She's coming good," Ivar said. "I can get her planked in another hour or so down there. But, by yiminy, I wish I could have a helper when it comes to tacking on that canvas!"

Bit by bit, Jed pieced together from the talk of the crew the complete picture of the job down there underwater. The *Nellie S* it seemed, was a fine schooner, rammed in collision, but well worth saving for her owners. Ivar, for the last few days, had been trimming up the hole in her bow and tightening any leaks in her hatches and deck.

Between Jed's shifts on the pump, during Ivar's afternoon dive, he began more and more to sense the danger that lurked at every turn of men's work on the sea bottom—danger that directed the accuracy of Chris' timing, the steadiness kept on the air pressure, the care to prevent fouling of lines on deck or in the water.

As Ivar's afternoon period was ending, Chris consulted his watch and then signaled on the air line. This time Jed understood what that meant—Ivar was at his first stage of waiting on the way up.

"If he doesn't let out the little nitrogen-gas bubbles gradually," Chris stated, "they'll make big ones, and if they collect in his heart or brain, they'll kill him. Did you ever notice what happens when you take the top off a bottle of ginger ale? Those bubbles that foam over are doing exactly what the nitrogen in a man's blood would do if we took the air pressure off him suddenly by letting him come right to the surface. You see, he breathes up the oxygen down there, but he can't get rid of the nitrogen fast enough, and it builds up inside him—all through his blood vessels. Now, it'll work off through his lungs and his breath if he comes up slowly—decompresses. So it stands to reason that the deeper underwater he

goes and the longer he stays down, the more nitrogen he's got to get rid of and the longer it takes to come up safely." Chris glanced at his watch and let Ivar come up to another level.

The next day Jed found his part of the morning's routine easier. The water was even calmer than the day before, and he could see vaguely the *Nellie's* upper riggings. Things were going smoothly. Ivar, down below, was making the final connection of the hose. Jack was at the air pump, and Jed stood by Chris, watching Ivar's bubbles.

Suddenly, without warning, came a sharp hiss of escaping air. Almost before Chris shouted, "What's that?" Jed had spotted behind him a bulge in the air hose where a seam had split apart. Instantly he seized the hose with both

hands, pressing the split edges together with all his strength. He heard Chris call for help. The noise of work on deck suddenly stopped.

"Help Jack with the air," shouted Chris to a man near the pump. Then, to Jed, "Can you hold it?"

Jed only nodded. He could feel little needles of air stabbing between his clenched fingers. He noticed in the rush and confusion that Chris glanced quickly at his watch, and then sent signals down the air line.

"We can get him up all right, but I'm afraid of what coming up quick like that will do to him. How's the pressure?"

"Thirty pounds," called Jack.

"Get it up!" Chris yelled.

(Concluded on next page)

How to appeal to your ideal



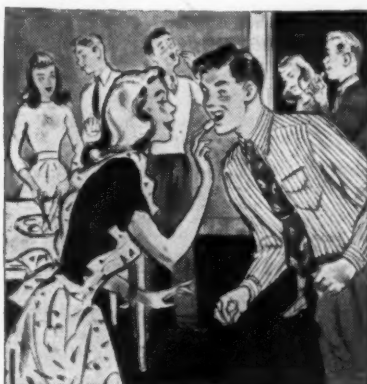
1. When you asked "What's cookin'?" Ann's sly reply was "Taffy pull at my house—wanna come?" You'd been focusing on her for months, so you accepted, but quick. Wisely, you're spruced up in a handsome Arrow Shirt, Tie, and Handkerchief.



3. You should have concentrated on the candy! What a mess on your hands! This really gums up your chances. Still, from the wrist up, you're trim in your Arrow Shirt—Mitoga cut to fit and Sanforized-labeled for fabric shrinkage less than 1%.



2. Wrestling with a lump of taffy, your attention strays in time to catch a sugar-coated glance from Ann. She must have a sweet tooth for your colorful Arrow Tie that melts into your Arrow Shirt, but positively!



4. "You need practice," laughs Ann. After her hint about liking jive, you hope taffy will be a minor feature. 'Nuff said. MORAL: Though your talent with taffy is just a fable, you go to her heart with an Arrow label. Cluett, Peabody & Co., Inc.

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FREE! — VALUABLE STAMP FINDER! Send today for big new edition, fully illustrated, enabling you instantly to identify all difficult stamps and the countries they come from. Also fine packet of fascinating stamps from Egypt, Newfoundland, Persia, Cyprus, etc., including maps, ships, animals, strange scenes, etc. All FREE to approval applicants enclosed 3¢ postage! Illustrated bargain list included.

GARCELON STAMP COMPANY, Box 594, CALAIS, MAINE



BARGAINS IN STAMP ALBUMS!

Up to date and profusely illustrated
WORLD ALBUM, U.S. and Foreign, capacity 4,000 stamps: Light board binding—40¢; Cloth binding, gold stamped—50¢.
SCOTT MODERN ALBUM, U.S. and Foreign, capacity 14,000 stamps, cloth binding.....\$2.50 Postpaid Satisfaction guaranteed or money back.
CENTURY STAMP CO., Box 418, Beverly Hills, Calif.

POSITIVELY Greatest Offer —

Latest Scott's International \$6.00 Stamp Album — covering entire World, contains 35,000 illustrated, descriptive spaces; Scott's 1947 Standard \$6.00 Catalogue "Philately's Encyclopedia" — Given to applicants for Foreign Approvals becoming customers.
PLYMOUTH, Dept. A, 24, Ball, California

ABSOLUTELY FREE

Irish Commemorative Collection, including Dramatic Easter Rebellion Issue to Approval Applicants.
RAYMAX, 129-A William Street, New York City

118 DIFFERENT STAMPS including Commemoratives, Charities, Airmails, Surcharges, Sets, etc. Only 3¢ to Approval Buyers.
BADOER STAMP CO., Dept. K, Milwaukee 3, Wis.

FREE! 50 ALL DIFFERENT With our attractively priced approvals
F and E Stamp Co., 3847 N. Whipple St. Chicago 18, Ill.

BIG INDUCEMENT OFFER!

Only one to a customer. Generous packet from over 25 diff. countries including Grenada, Morocco Agadir, Mo. Rhodesia, Albania, Angola, Mozambique, Ind. St. Pierre, Kenya and Uganda, etc. Everything only 10¢ to approval applicants.
ALLIN STAMP CO., Dept. 2, Brighton, Ga. 382 South 3rd Avenue

GIANT TANNOU TOUVA & 29 others ZEPPÉLIN STAMP
All genuine and different ONLY 5¢ to buyers of our bargain approvals.
JALMONT, BOX 162, Fitchburg, Mass.

FINE U. S. and FOREIGN STAMPS

on Approval to Serious Collectors. References Please.
PROSPECT STAMP CO., Poland 3, New York

STAMPS

Your Stamp Album

HAVING a stamp album will help you identify your stamps and keep them in good condition.

You can make your own album by buying a looseleaf notebook for 10 cents. Print the letters "My Stamp Album," your name, and the date you started your collection on the cover of the notebook. You will also need hinges with which to mount your stamps in your album and tweezers with which to handle your stamps. The hinges are 10 cents a package and the tweezers 25 cents at any stamp dealer.

Divide your album into sections, starting with a few pages for U. S. stamps. Print the words "United States" at the beginning of the section. Then find the seal and the flag of the U. S. by looking through books and magazines. Trace them or cut them out. Then place the seal and flag alongside or below the title. Do the same thing for each of the other countries.

Albums sold in stores are already divided into sections. Some of them have a brief description of each country. In most albums, pictures of the stamps are printed in the appropriate spaces.

Albums range in price from 15 cents to \$10. They can be bought at most department stores and book stores. Some stamp dealers also sell albums. Here are several dealers who would be glad to send you a price list of their albums:

Scott Stamp & Coin Co., Inc., 1 West 47th Street, New York City.

Century Stamp Co., P.O. Box 418, Beverly Hills, Calif.

M. E. Harris & Co., 108 Massachusetts Avenue, Boston, Mass.

M. A. NEIDMAN, Stamp Editor

So Thel

Johnny: "My father's a doctor. I can be sick for nothing."

Jimmie: "Well, mine's a preacher — so I can be good for nothing."

Austin Pioneer, Austin H. S., El Paso, Texas

No Transfer

Passenger: "Can't you go any faster?"
Streetcar Motorman: "Sure, but I have to stay with the streetcar."

Teach High Rainbow, Teach H. S., Atlanta, Ga.

Scatter

Sign in a Yokohama express agency:
"Give Us Your Baggage and We Will Send It in All Directions."

This Week

The Nellie S

(Concluded from preceding page)

Again he signaled Ivar and began hauling in the lines. "Can you get it up to thirty-five pounds, Jack?"

"Thirty-five it is," came the answer, "but Sheldon's got to have help to hold the hose together."

Jed's whole body and will were concentrated in his strong hands, into which the sheet of escaping air bit like a knife edge. He had said he could hold the split seam together, but could he?

Then help came — help in the shape of a tire-tape that two men, kneeling on the deck, began to wind over the split hose. By painful fractions, the tape pushed Jed's tight grip away from the break.

In a few minutes the danger was over and he stood up, gazing in a daze at the bulge of wound tape and at his stiffened, still clenched fingers. He turned, and caught Chris' eye.

"Okay, kid," the tender said. "You had what it takes."

When Ivar at last appeared, his first remark was: "You cut my time too short, Chris. I had to leave tools on the Nellie's deck. Did that air line get squeezed? The old water pressure hit me down there like a hammer."

Chris gave Jed a wink. "Yes, Ivar, the air line got squeezed for a minute. The new deckhand here, Sheldon, somehow managed to squeeze it!" He pointed to the wound tape around the air line.

For a moment Ivar gazed at it. Never would Jed forget the grateful look that slowly lighted the blue eyes.

"I see," Ivar said slowly. "So it was that kind of squeeze. Good work, Sheldon!"

There was no longer any doubt in Jed's mind. He had found his work at last!

50 DIFFERENT STAMPS FREE

will be sent to serious applicants for our fine approvals. Enclose 3¢ stamp to cover mailing.

CHADAKOIN STAMPS, Jamestown, N. Y.

MINT BRITISH COLONIALS

Superb mint collection from Solomon Islands, Grenada, Turks, Cacao, Ceyman, Dominica — this attractive collection just 8¢ to introduce our famous approvals to you.

VIKING STAMP COMPANY

130-X Clinton St. Brooklyn 2, N. Y.

For Your Guidance

When Ordering Stamps

Scholastic Magazines accept stamp advertisements only from reliable and trustworthy stamp dealers. Our readers are advised to read an advertisement carefully before sending money for stamps. If the advertisement mentions the word "approvals," the stamp dealer will send you, in addition to any free stamps of stamps you pay for in advance, a selection of other stamps known as "approvals." Each of these "approval" stamps has a price clearly marked. If you keep any of the "approval" stamps, you must pay for them and return the ones you do not wish to buy. If you do not intend to buy any of the "approval" stamps return them promptly, being careful to write your name and address in the upper left-hand corner of the envelope in which you return the stamps.



Dust Rag Blues

A woman who lived far beyond her three-score-and-ten years had been in the habit of having a birthday party each year. Her friends and relatives always remembered her with little gifts which were usually in the form of knick-knacks for her house.

Finally, arriving at the age of ninety, the old lady was asked by a friend what she wanted for her birthday this year.

"Give me a kiss," was the reply, "so I won't have to dust it."

Dan Bennett in Reader's Digest

What'll California Say?

The daughter of some friends of ours recently celebrated her eighth birthday. Among the presents was a good-size jig-saw-puzzle map of the United States. It was an expensive gift, and her parents hoped, as parents will, that it would not only amuse their offspring but also give her some sense of the geography of the country. By the end of a couple of weeks, however, it was plain that the puzzle bored her. The only state that appeared to have been touched was Florida, and this showed signs of downright hard wear. Her father asked for an explanation.

"I'll tell you, Daddy," the child said. "It's just right for scratching my back."

The New Yorker

Ooh, What You Said!

Clients were surprised when they telephoned a Houston funeral home and were greeted with a cowboy singing: "I'll be glad when you're dead, you rascal, you."

So were the funeral home attendants.

A check by telephone company workers revealed the funeral home line had been crossed with a cable carrying recorded music to a nearby juke joint.

United Press



Saturday Evening Post

"Tim who?"

That's An Insult!

Bracken: I want to marry Connie.

Monahan: What! And be my son-in-law?

Bracken: Yes sir. . . .

Monahan: Why, I could make a better son-in-law than you with an Erector set and a bottle of Nu-skin!

CBS' Eddie Bracken Show

What's In a Name?

She was a most precise person, and she decided that if she could prevent it, no one would nickname any of her sons. So she named the first one William, well knowing that he might be called Will or Willie for a time. The second she named Wilmont, the third Wilbur, the fourth Wilfred, and the fifth Willis. Then she sat back, contented in the thought that people would have to call her sons by their real names.

So they were called Bill, Chuck, Skinny, Tubby, and Buddy.

American Boy

Satisfied

It was a pretty shoddy-looking shirt, but it was the best he could find, so Jenkins bought it. Inside the garment he found a slip of paper on which had been written a girl's name and address and the message: "Please write and send me your photograph."

Yielding to this romantic call, Jenkins wrote to the girl and sent her a picture of himself. In a little while an answer came. With heart af flutter he opened the communication and read:

"Thanks for the photograph. I have been making these crummy-looking shirts for a long time, and I just had to see what kind of looking fellow would wear one of them."

Los Angeles School Journal

Water! Water!

Peg: "Some people thirst after fame, some after knowledge, and some after money."

Meg: "I know something they all thirst after."

Peg: "What's that?"

Meg: "Salted Peanuts."

Wyandotte H. B. Pantograph, Kansas City, Kansas

Little Sir Echo?

A Texan heard that a factory was interested in buying bullfrog skins. So he wired the bullfrog company that he could supply any quantity of bullfrog skins up to 100,000 on demand.

Needing the skins badly, the factory wired him to send in the whole 100,000. About ten days later a single dried frog skin came through the mail with a rather pathetic letter:

"Gents: I'm sorry about this, but here's all the frog skins there were. The noise sure fooled me."

Equity Union Exchange

Free Advertising

At a small town concert the village blacksmith presided as chairman and out of compliment to him the chorus sang *The Village Blacksmith*, naturally to enthusiastic applause. As they got up to respond with the encore, the smith whispered to the leader, "When you sing that again, would you mind putting in a verse about me mending bicycles, too?"

Neel O'Hara

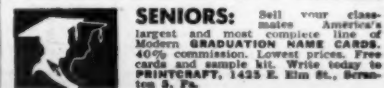
YOUR SHOES ARE SHOWING!



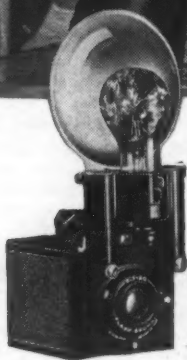
EMBARRASSING, ISN'T IT?

YOU NEED SHINOLA

● If you care about the way you look to other people, the appearance of your shoes is something you can't overlook. And that's where Shinola comes in. In addition to improving your appearance, Shinola's scientific combination of oily waxes helps hold in and replenish the normal oils in leather—helps maintain flexibility, and that means longer wear. KEEP 'EM SHINING WITH SHINOLA.



"Hey—these are swell!"



Snapshots night or day... indoors or out
Brownie Flash Six-20

Think of getting snapshots at night, indoors or out! It's simple with this inexpensive camera. Flashholder (extra) is removable for daylight pictures. Your dealer can supply you soon. . . . Flash bulbs may be a little scarce yet, but they're on the way.

America's favorite snapshots are made on Kodak Verichrome Film—in the familiar yellow box.

"We took time out at the orchestra rehearsal to look at Anne's snapshots. That camera she uses is right on the beat!"

Everybody likes to look at snapshots—snapshots of school doings and gang doings, or simply snaps of friends. You'll have fun taking them, showing them . . . and even more fun sharing them.

And making snapshots is easy. Load the camera, take aim, and "click." Be sure you use Kodak Verichrome Film. It eliminates the guesswork in picture taking. You press the button—it does the rest! Eastman Kodak Company, Rochester 4, N. Y.



Kodak

MAR -1 1947

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SCHOLASTIC

Teacher^{EDITION}

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CONGRESS
SERIAL RECORD

MAR 11 1947

Practical English

FEBRUARY 24, 1947

Teaching Aids for PRACTICAL ENGLISH

BASED ON MATERIALS IN THIS ISSUE

Selling - Selling - Sold! (pp. 5, 6)**The Fuller Brush Man** (p. 7)**AIMS**

1. To develop the student's knowledge of salesmanship which will aid him in dealing with people.
2. To give the student some practice in selling an article or an idea.

Note that several of the articles in this issue are concerned either directly or indirectly with salesmanship and may be satisfactorily correlated into several class hours of emphasis on this subject.

"Selling - Selling - Sold!" - pp. 5, 6.

"The Fuller Brush Man" - p. 7.

"What Would You Say?" - p. 8.

"Letter Perfect" - p. 11.

"Learn to Think Straight" - p. 10.

SUGGESTED ACTIVITIES

Open your first class hour on salesmanship by reading the informal interview with the Fuller Brush Man, a person some of your students have met already in their own homes. Little comment needs to be made on this article except a notation of Sol Resnick's technique in dealing with customers - his courteous introduction, his interest in the individual as a person, his consideration, enthusiasm, and diplomacy.

Proceed directly to a study of "Selling - Selling - Sold!" from which students can learn that Sol Resnick, a successful salesman in real life, has the qualities which make anyone a good salesman - neat appearance, pleasant manner, a way of stating his purpose clearly and courteously, and an enthusiasm for the product to be sold. Open a general discussion of salesmanship by finding out how many in your class have tried door-to-door selling and what problems they encountered. Ask for suggestions from the class as to how these problems might be met. Discuss the technique of salesmen whom the students have met in their homes, and discuss what made them sell their products or fail to make a sale. Some emphasis on the opportunities in this field - as a future career - might bring the general discussion to a close.

An oral assignment may well follow the discussion period.

Have each of your students select something which he might sell from door to door in his own community - tickets to a school, church, or other public function, a product of some company (Fuller Brushes, cosmetics, hosiery, electrical appliances, etc.), subscriptions to the high school newspaper or a magazine, a subscription to a series of concerts, etc. This assignment should be given so that the student will have an evening to work on his sales talk and his approach. He will probably want to come to class armed with a sample of his product as well as a complete and definite knowledge of what he is going to talk about. On the following day let the students take turns in acting the housewife who answers the door. Make the situations as realistic as possible by suggesting that these "housewives" act as busy, or disinterested, or as sympathetic as they have seen their own mothers at the approach of salesmen. After several students have tried to sell their products, call for a class criticism of their efforts - an impersonal judgment of each on appearance, introduction, enthusiasm, courtesy, and respect. Even though you may not have time to hear from all the "salesmen" in the class, a few examples should bring out the points you wish to make.

What Would You Say? (p. 8)**AIMS**

The aims for this lesson are similar to the ones for the preceding articles except that further stress is placed on correct usage. Students too often fail to see the connection between success in getting along with people and speaking correct English. This article is a practical example.

SUGGESTED ACTIVITIES

If possible read this article to the class just before the sales presentations which were suggested in the preceding lesson plan. As the class listens to the prospective "salesmen" have them make notes of any grammatical errors which they notice in the oral talks. Then ask them for the corrections.

Let the students score themselves on the mistakes which Pete makes in talking to Mrs. Reed. Ask one of the students who makes a perfect score to read aloud to the class the conversation with Mrs. Reed with all the mistakes corrected.

COMING NEXT WEEK

March 3, 1947

Ready - Set - Go! - Lead article on the writing of themes; choosing a theme subject; organization of ideas; checking for spelling and grammatical errors.

Do You Speak English? - How a new word gets into the dictionary.

First article in series on "How to Choose Radio Programs."

Also logic and vocabulary-building columns, Letter Perfect, homonyms, cartoons, quiz, Slim Syntax, short story, Boy dates Girl, movie reviews, etc.

Have the students correct Pete's history paper by rewriting the statements and supplying proper spelling and grammar. Reasons should be known for the mistakes.

Do You Know the Score? (p. 9)

SUGGESTED ACTIVITIES

This scoreboard should be the property of the individual student to do with as he sees fit, but a general review of its contents might stimulate him to check his reactions to movies against it. If a recent movie has caused a great deal of class comment, use it for scoring. Ask the students who have seen the movie to score it, and then let them compare scores. Suggest that they take the page and add it to their notebooks with the rest of their movie material so that it will be handy to use whenever a discussion arises.

Learn to Think Straight (p. 10)

AIMS

1. To help the student to think straight by pointing out certain propaganda devices which are commonly used.
2. To show the relationship between propaganda devices and much of the salesmanship and advertising used today.

SUGGESTED ACTIVITIES

Unfortunately much of the advertising of commercial products depends upon propaganda devices which are misleading. While your classes are considering the subject of salesmanship they might be made aware of the pitfalls of employing these methods in selling products. Naturally all of the devices may be used effectively in sales promotion, but students should recognize them as propaganda.

Ask each student to bring a copy of a popular magazine to class or supply one from the school library. Let each student become a detective in finding examples of propaganda devices used in advertising. Every student should be able to find simple examples of several different devices.

After examples have been found, discuss how these sample devices have been employed by the students in their sales talks, whether or not they have been effective or misleading, and how to use complete and true facts, rather than propaganda devices in sales promotion.

Letter Perfect (p. 11)

SUGGESTED ACTIVITIES

Have each of your class "salesmen" assume that he has failed to sell his product on his first visit. Ask him to write

a follow-up letter which will have appeal to the person who might be interested in his product but needs to be convinced. Suggest that the students follow closely the four suggestions in "Letter Perfect" - that their letters be friendly and informal, have reader-appeal, give complete and accurate information, and make it easy for the recipient to take action.

Review, in passing, what the student has read in the past two "Letter Perfect" columns on salutations and complimentary closings.

Answers to "What Would YOU Say?"

Conversation with Mrs. Reed:

Wrong	Right
1. me	I
is	are
2. Being as	Since
want	like
Jack, he	Jack
don't	doesn't
3. feels like dancing	would like to dance
they	he
4. forgot	forgotten
Us	We
is	are
5. known	knew
Him and me	He and I
set	sat
6. don't	doesn't
no	any
I ain't	I'm not
a auto mechanic	an auto mechanic
7. hadn't of	hadn't
isn't	aren't

History test:

Wrong	Right
1. roots	routes
the ones	those
was	were
3. begun	began
merchunt	merchant
which	who
4. Americous	Americus
Vespicious	Vespucius
seen	saw
unfair	unfairly
which	who
5. Spanaird	Spaniard
that	who
exploired	explored
7. Magelan	Magellan
couldn't hardly	could hardly
known	knew
different than	different from
9. french	French
was	were
Champlain	Champlain
they're	their
whose	which
10. have	has
equipement	equipment

Answers to "Who? Which? What?"

Selling - Selling - Sold! 1-b, 2-a, 3-c.

Letter Perfect: 1. The salutation should be personal; 2-The first sentence doesn't attract attention; 3. The product isn't quickly identified; 4. No specific information is given about the product; 5. Letter does not make it easy for customer to buy product; 6. Generally poor phrasing and sentence structure.

Take It Away: 1-coast, 2-waist, 3-quiet, 4-clasp, 5-beast, 6-heart.

Off the Press

New Publications of Interest to Teachers

The Future of Housing, by Charles Abrams; Harpers, 1946. 428 pp., \$5.

The veteran in search of an apartment will not derive immediate satisfaction from reading *The Future of Housing*. It is to be hoped, however, that Government and private planners will dip generously into this history by an expert who has been a pioneer figure in the movement for better housing. In the final chapters on the aims of a housing program and the agencies by which a program may be carried out, Mr. Abrams expresses the belief that "the road to common sense in housing has become rotted with loose talk about 'socialism' and 'free enterprise'." He attacks vigorously the backwardness of housing in these days of mass production and calls for a revitalized building industry. He is specific in his recommendations, and they follow logically the chapters on home ownership, home building, the operation of the real estate and construction industries, and the conflict between Government control and private interests.

Social studies teachers who look into *The Future of Housing* will find it a comprehensive and readable work upon which to draw in constructing a unit on the housing problem. It is too advanced for most high school students.

Cartels in Action, Case Studies in International Business Diplomacy, by George W. Stocking and Myron W. Watkins. Twentieth Century Fund, 1946. 533 pp., \$4.

A cartel is an international business agreement designed by governments and private industry to restrict competition for the purpose of regulating output, sharing markets, and fixing prices. The term "cartel" has come into wide use only in recent years when the machinations of German industry were shown to have imperiled the American, British, and French war efforts. *Cartels in Action* gives case studies of cartel arrangements in eight fields in which they have played important roles: sugar, rubber, nitrogen, steel, aluminum, magnesium, incandescent lamps, and chemicals. On the basis of this factual account a second volume to appear later will make recommendations for action.

Teachers who are careful students of economics will want to consult this volume for correction of commonly held

misconceptions about cartels. High school seniors will profit from a reading of *Cartels or Free Enterprise*, by Thurman Arnold, Public Affairs Pamphlet No. 103 (Public Affairs Committee, 22 E. 38th St., N. Y. 16, N. Y.; 10c).

The Scot in History, by Wallace Notestein. Yale University Press, 1946. 371 pp., \$4.

If you want to know more about Scottish national character and how it has been formed, Professor Notestein's scholarly, but entertaining volume will answer your need. Aware that much nonsense has been written about national character, he has fashioned a readable history of the way the Scots behaved in some of their great struggles and how a series of events and economic conditions affected their culture.

Famous American Generals, by Robert H. Shoemaker and Leonard A. Paris. Crowell, 1946. 218 pp., \$2.50.

America's famous generals from Washington to Eisenhower walk through the pages of this book. They do not *parade*, for the authors (one of whom is a former Scholastic staff member) have succeeded in humanizing the generals. We learn why General Bradley was interested in the Brooklyn Dodgers, how General Doolittle disciplines his sons, how General Devers applies football strategy to battle tactics, what made General Grant decide to be a soldier.

The language is simple and graphic. Social studies teachers will want to assign reports on individual generals to supplement American history classes. English teachers may draw on the book for examples of how biographical vignettes may be written.

News and NOTES

The Struggle Against Segregation. The special January number of *Survey Graphic* is entitled "Segregation." In this profusely illustrated issue a score of experts, white and Negro, examine racial segregation in schools, employment, churches, the armed forces, residence, recreation, travel, and appraise the cost in money, morals, and psychological strain.

In "The Laws of the Land," Professor Robert E. Cushman reviews the eighty-year-old effort to lay the ghost of slavery in Congress, in state legislatures, and in the decisions of the courts. He is encouraged by the recent progress in improving the Negro's legal status. It is Dr. Cushman's belief that "the general awakening and development of Negro political and legal skill cut much more deeply than the immediate effect of any case decision" in establishing Negro rights to full equality.

"How We Did It," by Joseph Curran, president of the National Maritime Union, is the dramatic story of a labor union's success in exploding the myth of racial hatred and eliminating segregation of seamen aboard ship and in the hiring hall.

The collection of articles will be a storehouse of information for teachers who are trying to further intercultural relations in the schools. Most of the material can be absorbed by the average high school senior. (*Survey Graphic*, 112 East 19th St., N. Y. 3, N. Y., 60c.)

Atomic Energy Explained. The State Department has contributed two valuable booklets to public understanding of atomic energy. *The International Control of Atomic Energy* (Dep't. of State Publication No. 2661, Government Printing Office, Washington 25, D. C., 30c) is a collection of articles written largely from a non-technical viewpoint. It includes a simple account of the physics involved in nuclear reactions, the effects produced by atomic bombing, and some of the possible peacetime applications of nuclear energy. *Growth of a Policy* (Dep't. of State Publication 2702, G. P. O., Washington 25, D. C., 45c) is an informal but comprehensive survey of the social and political implications of atomic energy. The Baruch program of international control is fully documented.

Consumer Economics. *The Wool Products Labeling Act: An Efficient Sales Aid for Retailers, An Invaluable Buying Guide for Consumers*, is the name of a booklet, available free, issued by the American Wool Council, Inc., 1450 Broadway, N. Y. 18, N. Y. The booklet explains the meaning of the terms used on the labels of wool products under the law and tells how salespeople with the aid of the labels can supply customers with accurate fabric information. Retailers value the information given on the labels as an aid in their buying and selling and as a "safeguard to the purchasing public against deceit, misunderstanding and unfair competition." Social studies teachers and teachers of merchandising will want to acquaint their students with this booklet.

Helping the Veteran through H.S.

EXPERIENCES during World War II and the provisions of the G. I. Bill of Rights have encouraged thousands of veterans to return to high school in quest of a diploma. In most schools they are a small minority of the student body, and the age differential makes mixing with their younger classmates a problem. The mental set of the veteran can, however, be fixed firmly on his goal if the school administration plans properly. The following excerpts are from an article by Herman P. Mantell, "Helping the Veteran to Adjust Himself," in *High Points* for January, 1947.

"The veteran who returns to high school comes with many problems, his own and those he presents to the school. Haaren High School (New York City) attempts to help him to solve his physical, mental, emotional, and social problems both inside and outside of school.

"Whenever a veteran shows that he needs medical attention, he is referred to the school doctor. If he needs continued medical care, he is advised to go to a Veterans' Facility.

"When a veteran returns to school, his past scholastic records and achievements are carefully scrutinized by the dean and by a group adviser. He is given a program that will meet his individual interests, needs, and capacities. He is invited to consult the dean concerning any of his problems. Whenever the veteran shows that he needs individual instruction, the dean arranges for it with the chairman of the department and with the individual teacher concerned. A good student in the subject usually volunteers to tutor the 'vet,' who is thankful for the help. For further guidance, the veterans were given their own official class known as the 'TV-SV'. . . . To help us keep a friendly eye over the veteran we give him an individual clothing locker in the dean's office. Thus . . . he can see the dean as he goes to his clothing locker. He need not wait for appointments.

"The following letter of welcome by the principal, Mr. Arthur Franzen, is given to each returning veteran:

"With the desire to make your stay at Haaren as pleasant and as profitable as possible and to relieve some of the tedium of school life, these suggestions are offered to veterans enrolled at Haaren.

"You are not required to eat in the students' cafeteria. . . .

"During any study period, you are free to leave the study hall. . . . A word of warning: you are not to use this privilege to wander around the building. . . .

"We want you to feel free to ask advice. . . . The following persons may be of service to you. . . .

"The school makes use of the training and experience that the veteran has received. The dean organized a Haaren Veterans' Club. . . .

"The veterans' club elected officers who conduct the meetings. This gives the men a chance to know each other and to help each other. A representative of the Veterans' Administration was invited to talk to the club at one of their meetings and he answered all their questions pertaining to the G. I. Bill of Rights. In addition, he helped them to fill in their forms for subsistence. The club planned and gave a dinner-dance.

"The dean and the vocational guidance counselor have helped those who needed positions to get them after school hours.

"The veterans' training was used to good advantage when they helped to organize the school's service squads with the aid of the Student Council. The veterans are in charge of all service squads. They also helped plan . . . the Student Court. . . .

"Some of the veterans come to school in their own automobiles, and on many an occasion a truant was brought back to school by two veterans who would go to the truant's home in a 'vet's' car during their free time.

"There is excellent rapport between the 'vets' and the other students. They help one another to solve difficulties.

"The veterans have suggested that they continue the Haaren Veterans'

Club even after they have been graduated from the school and that they hold a reunion dinner-dance at least once each year.

"Haaren High School has been able to hold its veterans by this varied program that meets their interests."

A GRAVEYARD FOR SLANG

"During one of my early years of teaching I was asked to participate in a campaign to eradicate slang and poor grammar among pupils. I drilled the pupils on tense, number, case, and antecedents by the hour for weeks. We worked hard to obliterate the double negative. We parsed sentences conscientiously and laboriously; and then we were ready for a written examination. Every one passed the test with flying colors. I was elated until the next day when Johnny remarked, 'I ain't got no paper back yet, teacher.'

"Poor Johnny had spoken eight short words and at the same time had crumpled my work of yesterday and my hope for tomorrow. In fact, it seemed that he had shattered my belief in myself. As I gazed out of the window upon the cemetery across the road, an idea flashed through my weary brain. Why couldn't we start a graveyard for grammatical errors?

"As this plan materialized each pupil chose an oral expression which he thought he should bury. Then if the pupil succeeded entirely in avoiding the expression for a week, the grammatical error was buried with due solemnity, and a tombstone was erected in our new graveyard. After three weeks of hard work Johnny erected his first tombstone with the fitting epitaph, 'Here lies Mr. Ain't who died from overwork.'" ("A Graveyard for Slang," by Don A. Smith, in *Elementary English*, January, 1947.)

MAGAZINE CHECKLIST

The following list of interesting general articles from current periodicals may suggest to teachers some special student assignments that will correlate classroom work with outside reading.

American: Red Fascism in the United States Today, by J. Edgar Hoover, Feb.

Current History: Australia in World Affairs, by C. Hartley Grattan, Jan.

Saturday Evening Post: Not-So-Frozen North (Alaska)—first of a series, by Larry Keighley, Jan. 18.

Woman's Home Companion: Missing Link In Our Schools, by John Studebaker, Feb.

Collier's: Will Russia Rule the Air? by W. B. Courtney, Jan. 25.

National Geographic: Hunting Mexico's Buried Temples, by Richard H. Stewart, Feb.

Amerasia: Conflict in Indo-China, Jan.

Freedom & Union: Courage from a Masterpiece, by Dorothy Canfield Fisher, Jan. India Faces India, by Louis Fischer, Jan.

Coffee, The Story of a Good Neighbor Product is a new, attractively printed 12-page booklet available in quantities, free, to teachers. The booklet relates the history of coffee and describes coffee growing, coffee plantations, planting, harvesting, grading, testing, roasting, home brewing, exporting, and coffee customs in Latin America. There are also suggestions for project work in picture study, maps, and crafts.

Public school teachers should apply for the booklet to Dr. William Manger, Pan American Union, Washington, D. C.; private school teachers to Dr. Gordon Mirick, Curriculum Service Bureau, 425 West 123rd St., New York, N. Y.; and parochial school teachers to Dr. William E. McManus, National Catholic Welfare Conference, 1312 Massachusetts Ave., N. W., Washington, D. C.

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